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Proceedings
OF THE
**FIFTY-FOURTH ANNUAL
CONVENTION**
OF THE
**Middle States Association
of
Colleges and Secondary Schools**
1940

HELD AT
**HADDON HALL, ATLANTIC CITY
FRIDAY AND SATURDAY
NOVEMBER 22 and 23, 1940**



PUBLISHED BY THE ASSOCIATION
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The next convention of the Association will be held at Atlantic City, N. J., on the Friday and Saturday following Thanksgiving Day, 1941.

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 Middle States Association, Colleges
 & Secondary Schools
 2-17-1941

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LIST OF OFFICERS, 1940-41

PRESIDENT

HEADMASTER CHARLES H. BREED, Blair Academy.

VICE-PRESIDENT

PRESIDENT WILLIAM E. WELD, Wells College.

SECRETARY

DEAN KARL G. MILLER, University of Pennsylvania.

TREASURER

PRINCIPAL STANLEY R. YARNALL, Germantown Friends School.

EXECUTIVE COMMITTEE

DEAN MARJORY S. GOLDER, Women's College, University of Delaware.

DEAN HENRY GRATTAN DOYLE, George Washington University, Washington.

PRINCIPAL WILMER A. DEHUFF, Baltimore Polytechnic Institute, Maryland.

HEADMASTER ALLAN V. HEELY, The Lawrenceville School, New Jersey.

SECRETARY-GENERAL CHARLES J. DEANE, Fordham University, New York.

PROVOST GEORGE WM. MCCLELLAND, University of Pennsylvania.

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

TERMS EXPIRING IN 1941: President WILLIAM E. WELD, Wells College; Director EUGENE F. BRADFORD, Cornell University; Headmaster WALTER R. MARSH, St. Paul's School; President HARRY A. SPRAGUE, Montclair Teachers College.

TERMS EXPIRING IN 1942: President WEIR C. KETLER, Grove City College; Headmaster CHARLES C. TILLINGHAST, Horace Mann School for Boys; Dr. ROY J. DEFERRARI, Catholic University of America; President ROBERT C. CLOTHIER, Rutgers University.

TERMS EXPIRING IN 1943: Director FRANK H. BOWLES, Columbia University; President BYRON S. HOLLINSHEAD, Scranton-Keystone Junior College; President DAVID A. ROBERTSON, Goucher College, Chairman.

The President of the Association.

The Secretary of the Association.

COMMISSION ON SECONDARY SCHOOLS

TERMS EXPIRING IN 1941: Dean MAX McCONN, New York University; Headmaster CHARLES H. BREED, Blair Academy; Director EUGENE S. FARLEY, Bucknell Junior College.

TERMS EXPIRING IN 1942: Registrar W. J. O'CONNOR, Georgetown University; Superintendent JAMES M. SPINNING, Rochester; Professor E. D. GRIZZELL, University of Pennsylvania, Chairman.

TERMS EXPIRING IN 1943: Assistant Commissioner WARREN W. KNOX, Albany; Principal L. GERTRUDE ANGELL, Buffalo Seminary; Principal IRA R. KRAYBILL, Cheltenham High School.

The President of the Association.

The Secretary of the Association.

REPRESENTATIVES ON THE COLLEGE ENTRANCE EXAMINATION BOARD

Principal CURTIS H. THRELKELD, Columbia High School.

Headmaster ALBERT LUCAS, St. Alban's School.

Dean MAUDE STRAYER, The Masters School.

Headmaster CORNELIUS BOOCOCK, Haverford School.

Principal JOHN H. TYSON, Upper Darby High School.

REPRESENTATIVES ON THE AMERICAN COUNCIL ON EDUCATION

President DAVID A. ROBERTSON, Goucher College.
Dean HENRY GRATTON DOYLE, George Washington University.
Dean KARL G. MILLER, University of Pennsylvania.

FRATERNAL DELEGATES

New England Association of Colleges and Secondary Schools.
Vice-President GEORGE S. MILLER, Tufts College, Medford,
Massachusetts.
North Central Association of Colleges and Secondary Schools.
Professor J. ANDREW HOLLEY, Oklahoma Agricultural and
Mechanical College, Stillwater, Oklahoma.
Southern Association of Colleges and Secondary Schools.
Professor WILLIAM R. SMITHEY, University of Virginia,
Charlottesville, Virginia.

TEMPORARY COMMITTEES

COMMITTEE ON NOMINATIONS:

Principal L. GERTRUDE ANGELL, Buffalo Seminary.
President BYRON S. HOLLINSHEAD, Scranton-Keystone Junior
College.
Principal IRA R. KRAYBILL, Cheltenham High School.
Registrar W. J. O'CONNOR, Georgetown University.
Dean MAX McCONN, New York University, Chairman.

COMMITTEE ON AUDIT:

Headmaster CORNELIUS B. BOOCOCK, Haverford School.
Principal LESLIE B. SEELY, Germantown High School.

COMMITTEE ON UNIFORM COLLEGE ENTRANCE BLANK:

Dr. PAUL L. CRESSMAN, Pennsylvania State Department of
Education.
Registrar MILLARD GLADFELTER, Temple University.
Principal OSCAR GRANGER, Haverford Township High School.
Principal FLOYD E. HARSHMAN, Nutley, N. J. High School,
Chairman.

GENERAL MEETINGS OF THE ASSOCIATION

FRIDAY, NOVEMBER 22, 1940

Presiding Officer—Provost GEORGE WM. McCLELLAND, University of Pennsylvania, President of the Association.

10:15 A. M.—BUSINESS SESSION, Vernon Room, Haddon Hall (Lounge Floor)

Reports of Commissions and Special Committees.

11:30 A. M.—GENERAL SESSION, Vernon Room, "Education and Our Changing Culture".

Conflict of Cultures in America.

MARGARET MEAD, American Museum of Natural History, New York.

Learning the Ways of Democracy.

WILLIAM G. CARR, Secretary, Educational Policies Commission, Washington.

1:00 P. M.—LUNCHEON, Rutland Room (First Floor)

No formal addresses.

2:30 P. M.—AFTERNOON SESSION, Vernon Room.

Our Expanding Secondary-School Program.

PAUL ELICKER, Secretary, National Association of Secondary School Principals, Washington.

Democracy: Use It or Lose It.

ELDON W. MASON, Marshall High School, Minneapolis.

Education and Our National Defense.

FRANCIS J. BROWN, Consultant, American Council on Education, Washington.

7:15 P. M.—DINNER, Vernon Room.

Greetings from Fraternal Delegates.

Address, "A Great Challenge" — President
WILLIAM MATHER LEWIS, Lafayette College.

SATURDAY, NOVEMBER 23, 1940

9:15 A. M.—MORNING SESSION, Vernon Room, In Recognition of the 400th Anniversary of the Founding of the Society of Jesus.

Four Hundred Years of Jesuit Education.

Reverend ALLAN P. FARRELL, S.J., Dean,
Jesuit House of Studies, Milford, Ohio.

Jesuit Education of the Future.

Reverend ROBERT I. GANNON, S.J., President,
Fordham University.

10:30 A. M.—Conference on the Evaluation Program of the Commission on Secondary Schools, Vernon Room.

Chairman—R. D. MATTHEWS, University of Pennsylvania.

Advantages and disadvantages of the New Program to schools evaluated, to committee members, to administrators and supervisors, and to the Middle States Association.

Plans for the Future: policy with respect to personnel of visiting committees, field service, and financial problems.

BUSINESS SESSION

FRIDAY, NOVEMBER 22, 1940

REPORT OF THE EXECUTIVE COMMITTEE

KARL G. MILLER, *Secretary*

At the regular midwinter meeting of the Executive Committee held on February 16, 1940, the Secretary presented an analysis of registration at the 1939 convention which will be of interest to the Association as a whole.

A total of 712 delegates representing 385 institutions were registered in November 1939 as compared with 490 delegates from 309 institutions at the convention of the previous year. Of the 138 colleges on the accredited list, 108 were represented by delegates, and there were also representatives of 27 colleges not on the accredited list. Of the 704 secondary schools on the accredited list, only 199 were represented by delegates; of these, 85 were public high schools, 72 were private schools and 42 were Roman Catholic diocesan schools. There were also representatives of 30 secondary schools not on the accredited list and a number of educational organizations and state and city departments of education.

A geographical analysis of institutional representation shows 8 from the state of Delaware; 22 from the District of Columbia; 37 from Maryland; 65 from New York; 67 from New Jersey and 108 from Pennsylvania.

In order to stimulate interest in the Association and attendance at the annual convention the Executive Committee authorized the Secretary to take the following steps:

1. To list the membership of committees and commissions, as well as the officers, in the official program of the convention, which has been done.
2. To write to the presidents of the 30 accredited colleges not represented at the 1939 convention, calling their attention to the fact that delegates from 108 colleges were present and suggesting their participation in the 1940 convention. This has been done.
3. To prepare and print for distribution at this convention the names of delegates and of the institutions which they represent, in so far as this information can be obtained in advance. It is believed that such a list of those in attendance would facilitate personal contacts among the 700 representatives

of 400 different institutions. Because of the conflict in Thanksgiving dates and the complications which have resulted, the Secretary has not attempted to carry out this plan for the present convention. The Executive Committee would be pleased to obtain the reactions of those in attendance as to whether such a printed list of delegates would be useful.

The Executive Committee authorized the Secretary to have two copies of each issue of the "Proceedings" of the Association bound for purposes of preservation. This has been done with the exception of the following issues, which are missing from the files of the Association. If any members of the Association have files of the "Proceedings" and could supply the missing issues, their cooperation would be greatly appreciated. The missing years are 1891, 1892, 1899 and 1923.

Anticipating the termination of the Cooperative Study on Secondary School Standards as of July 1, 1939, the Executive Committee appointed Professor E. D. Grizzell, Chairman of the Commission on Secondary Schools, to represent the Middle States Association in a conference with representatives of the other regional associations to discuss possible methods of continuing cooperation. The conference was held in St. Louis in February and resulted in a plan which has since been approved by the Executive Committee and which provides that the American Council on Education assume responsibility for distribution of the Cooperative Study materials with headquarters in Washington and without further financial responsibility on the part of the Middle States Association or other regional associations.

At the meeting of the Executive Committee held prior to this session this morning, it was decided that the 55th annual convention of the Association will be held at Haddon Hall, Atlantic City, New Jersey, on the Friday and Saturday following Thanksgiving Day in November 1941. It was also decided to publish the accredited lists of colleges and secondary schools in a single pamphlet instead of distributing them separately. In this way each person or institution receiving a copy of the list will be reminded that the Middle States Association operates both in the secondary and higher fields of education.

During the past year the Middle States Association was represented at the annual meeting of the Southern Association of Colleges and Secondary Schools by Professor E. D. Grizzell as fraternal

delegate, and at the New England Association of Colleges and Secondary Schools and the North Central Association of Colleges and Secondary Schools by the Secretary as fraternal delegate.

The Association was also represented at the memorial service to Dr. Livingston Farrand in New York City in June by Mr. Frank Bowles of Columbia University; at the convention of the American Association of Teachers Colleges in St. Louis in February 1940 by Dr. Eugene F. Bradford of Cornell University; at the conference on accrediting agencies under the auspices of the American Council on Education in Washington in October 1940 by Dr. Roy J. Deferrari of Catholic University, and at the inauguration of President Raymon Kistler, Beaver College, Jenkintown, Pa., November 1940, by the Secretary.

(Motion made to accept and file report as presented.)

REPORT OF THE TREASURER

from

November 1, 1939 to November 1, 1940

Debit

Balance in Association Checking Account.....	\$5,888.90
Balance in Association Savings Account.....	1,281.48
Dues from 1 institution for 1937-1938.....	10.
Dues from 10 institutions for 1938-1939.....	100.
Dues from 835 institutions for 1939-1940.....	8,580.
Dues from 4 institutions for 1940-1941.....	40.
Advance Accrediting Membership fees 1940-1941.....	120.
Accrediting of Schools, Commission on Secondary Schools.	25.
Inspection of Schools, Commission on Secondary Schools.	24.
Certificates to Schools, Commission on Secondary Schools.	30.
Evaluation of Schools, Commission on Secondary Schools.	684.
Inspection of Colleges, Commission on Higher Institutions	925.
Miscellaneous receipts	20.25

 Total Receipts.....\$17,728.63
Credit

Annual Meeting Expenses.....	542.18
Expenses of Members to—	880.15
American Council on Education.....	20.80
College Entrance Examination Board	} 49.10
Committee on Standard College Exam. Blanks	
Commission on Higher Institution Meetings..	453.47
Executive Committee Meetings.....	33.40
Expenses of Nominating Committee.....	62.86
Expenses of delegate to New England Association Meeting	37.50
Expenses of delegate to North Central Association Meeting	67.55
Expenses of delegate to St. Louis Meeting....	84.54
Expenses of delegate to Southern Association Meeting	70.93
	<hr/>
	\$880.15

American Council on Education dues for 1940.....	\$100.00
Commission on Higher Institutions.....	774.89
Commission on Secondary Schools.....	2,698.22
Commission on Secondary Schools <i>New Plan Evaluation</i> ..	2,344.26
Refunding dues.....	17.50
Clerical	207.
Salaries	600.
Honorarium	500.
Stamps and Notary fees.....	105.
Bonding Treasurer.....	25.
Proceedings	1,192.20
Printing	203.48
National Committee on Coordination Secondary Schools.	100.
Miscellaneous	3.58

Total Expenditures\$10,283.46

Balance on hand in Association Checking Account Novem- ber 1, 1940.....	2,433.69
Balance on hand in Association Savings Account Novem- ber 1, 1940.....	5,001.48

Totals\$17,728.63

Two schools in arrears for 1937-38, 1938-39, 1939-40.

Blythe Township High School, New Philadelphia, Pa.,
Associate Member.

Homestead High School, Homestead, Pa., Associate
Member.

Four schools in arrears for 1938-39, 1939-40.

Two accredited schools, two associate members.

Nineteen schools in arrears for 1939-40.

STANLEY R. YARNALL,

Treasurer.

REPORT OF THE AUDITING COMMITTEE

We have examined the accounts of the Treasurer, together with the accompanying vouchers, and find all to be correct as set forth, the balance in his hands being:

Checking Account.....	\$2,433.69
Savings Fund Account.....	\$5,001.48

CORNELIUS B. BOOCOCK,
LESLIE B. SEELY,
Auditors.

November 20, 1940

(Motion made and carried to accept and file report as presented.)

REPORT OF THE CHAIRMAN OF THE COMMISSION
ON INSTITUTIONS OF HIGHER EDUCATION

DAVID A. ROBERTSON

Mr. Chairman and Members of the Association: Members of the Middle States Association of Colleges and Secondary Schools should be constantly aware of the aim of the Association "to encourage higher achievement and to facilitate the development of better working relations among higher institutions, secondary schools, and other educational agencies in the Middle States."

The migration of students from school to college and from school to school made it desirable to know which schools could be counted on to afford adequate opportunities for the student's education. The migration of students from college to college and from college to graduate school likewise induce an evaluation of colleges. In the absence of federal and for the most part even state official studies of schools and colleges, voluntary associations, and regional associations like this one, have undertaken the task.

In recent months there has been a multiplication of accrediting agencies and in some areas a great increase in the financial and administrative cost to individual institutions. Inevitably there has been criticism of the system. Some would do away with it altogether; some would turn it over to the individual states, meaning the State Superintendent of Public Instruction or the State Board of Education or the State University. Some would reduce the number of agencies. Some, who complain about the burden of producing voluminous reports for different organizations, would bring about cooperation of all agencies in the pooling of information. Some find fault with the questionnaires to which the voluminous reports are the answers. Some do not think the visitors sent to examine practices are sufficiently skilled.

Any study of our American system of accrediting agencies ought to be made in the spirit of the Middle States Association in the examination of colleges. Your Commission on Institutions of Higher Education was created to serve the members of the Association who may have need to know at some time the quality of the opportunity at, and the quality of the product of, higher institutions in this area. As yet there seems to be no sign of the cessation of the need for this

information or any general expression of a desire to abandon the Commission's program. Except in one state of this area, indeed of the entire nation, there is no accrediting system which has the confidence of all of us in states within our region and outside of it. With those who would reduce the great number of accrediting agencies most of us would agree. To the proposal to pool information at a central point where the institutional reports would be available for study by any agency interested, many would assent even while insisting that more important than the information filed by the institution is the observation of practices by a competent inspector. With the emphasis on qualitative rather than quantitative criteria, the Middle States Association is officially in agreement and long before this emphasis was expressed in legislation, its Commission in properly using its discretion gave weight to evidence of quality.

With respect to the competence of visitors, I am glad to say, basing my opinion on considerable experience with four associations concerned with the evaluation of universities and colleges, that investigators of the Commission on Institutions of Higher Education have shown unsurpassed skill in learning the truth about institutions visited.

Indeed I wish at this time, as Chairman of the Commission, to express my deep appreciation of the adroitness and tact, the intelligence and the sympathy shown not only by the members of the Commission who have visited institutions, but by all members of the Commission who have examined evidence, listened courteously to the statements of representatives of colleges and have come to conclusions carefully, mindful of the expressed aims of this Association and of its Commission on Institutions of Higher Education.

To all my colleagues on this hard-working Commission from which no member has been absent this year, I give my heartiest thanks. And I am sure that I speak for all members of the Commission when I extend especial thanks to its very efficient secretary, Mr. Frank H. Bowles of Columbia University. Mr. Bowles will present the report of the Commission.

REPORT OF THE COMMISSION ON
INSTITUTIONS OF HIGHER EDUCATION

FRANK H. BOWLES, *Secretary*

Before reporting the actions of the Commission on Institutions of Higher Education at its most recent meetings I wish to say something of developments in accrediting. There have been, as many of you know, recent indictments of accrediting agencies. These indictments have ranged from that of the trustee of a southern fundamentalist institution who remarked that "accrediting agencies are spawned in Hell" to quiet statements that there is too much accrediting activity.

The American Council on Education has invited the several accrediting agencies to meet and discuss such matters as duplications, excessive fees, tiresome questionnaires and useless work. Members of your Commission have been present at two of these meetings. There have been delicate suggestions that certain agencies commit suicide. None of them has. Instead, others have been conceived and some have recently entered the world.

Almost all discussions of the future of accrediting have ended in agreement that regional agencies are and will remain important. There has been discussion about the number, size, and scope of regional agencies. One suggestion has been that accreditation be done by state education boards or departments. This has not been received with enthusiasm by voluntary accrediting agencies. At present there is discussion of cooperation between existing regional agencies and certain national groups with a view to having the regional agency extend its work. Matters have not gone beyond the discussion stage. As soon as they do, another report will be made.

Your Commission has not been inclined to disregard criticisms of voluntary agencies. On the contrary it has considered them carefully and in certain cases has applied them to its procedures. Our standards, which we believe to be broad and liberal, have been interpreted liberally, particularly with respect to institutions now on the list. We have moved slowly in considering removals from the list and have taken such action only when convinced that our standards were not satisfied by the institution and that removal would bring ultimate benefit, to be followed by reconsideration by the Commission. At no

time has removal of a college or university from our list signified utter, permanent damnation. It has been rather a move, and often a most effective move, to bring the institution—its trustees, faculty, students and supporters—to a realization that theirs is a cooperative enterprise assuredly unsuccessful unless there is full willingness on the part of all to work for a common good.

With this prelude, I submit the report of the Commission on Institutions of Higher Education for the year ending November 1940.

Institutions added to the accepted list were:

Dunbarton College (now listed as a four-year college), Washington, D. C.

Finch Junior College, New York City.

Hofstra College, Hempstead, Long Island.

Institutions dropped from the accepted list were:

American University, Washington, D. C.

Duquesne University, Pittsburgh, Pennsylvania.

(Motion made and carried to accept and file report as presented.)

REPORT OF THE COMMISSION ON
SECONDARY SCHOOLS

E. D. GRIZZELL, *Chairman*

This has been a year of great activity for the Commission on Secondary Schools. Never in its history have so many individuals participated in its official work program. Three major types of activities have been performed: (1) preparation of the List of Accredited Secondary Schools for 1941; (2) tabulation of college freshman records; and (3) development and promotion of the program of evaluation of schools under the New Plan.

The preparation of the List has required the usual annual meetings of the several state committees and the Commission and intensified central office activities. Eighty-nine old schools were considered and of these eighty-one were accredited and eight were dropped. Forty-five new schools were considered and of these eleven were accredited. The List of Accredited Secondary Schools for 1941 will contain 710 schools. Most of the schools that were not accredited have had the benefit of an official evaluation and with the aid of the diagnosis and recommendations of the Commission they should within a reasonable time be able to correct the weaknesses that prevented their accreditation. In this respect, the service to be rendered by the Commission to schools both old and new is improved immeasurably. Table I contains the names of the new schools, and Table II presents an analysis of the schools considered and accredited.

College freshman records received to date have, with few exceptions, been tabulated and new reports are being regularly received. All the major colleges for women, thanks to the efforts of Miss Angell, are now reporting at regular intervals. It requires the services of a half-time clerk to keep these data properly tabulated and ready for use at a moment's notice. The cumulated college freshman record of every school is now being used in connection with the comprehensive evaluation of the school. The main result of this use of college success data has been the stimulation of many schools to make more complete studies of the success of their graduates in all types of post-secondary institutions. The method of reporting on the basis of the quintile distribution has proved very satisfactory and with the development of a similar plan in the Southern Association, a much larger return may

be expected from Southern colleges and universities which graduates of schools in the Middle States are attending in increasing numbers. It is hoped that the two Associations may cooperate in the development of this important service to the member schools.

The Commission has completed its first year under the New Plan of evaluation of schools. A major part of the time and energies of the Central Office has been devoted to planning and directing the evaluation program. The Commission feels greatly indebted to the Executive Secretary, Dr. R. D. Matthews, and the Field Representative, Mr. Kenneth Eells, for the splendid service they have rendered. Any small financial remuneration they may have received is entirely inadequate as reward for their professional service. The Commission is also very greatly indebted to the 436 educational leaders in state departments, schools, school systems, and higher institutions who contributed their services (a total of 1102 man-days) as members of evaluation committees in 44 school evaluations during the second semester of 1939-40. It is also estimated that the evaluation of 106 schools during 1940-41 will require the services of 632 committee members contributing 1466 man-days. The Commission is greatly encouraged in the fact that the number willing to render this service is in excess of probable needs.

Some indication of the success of the New Plan may be secured from the progress already made and the plans for succeeding years of the five-year experimental period. An examination of Table III reveals that 86 old schools and 9 new schools on the List for 1941 have been evaluated on the basis of the Evaluative Criteria. Of this group, 51 schools have been accredited on the basis of that evaluation. Some schools did not submit the results of earlier evaluations for action by the Commission. It should be observed that the schools evaluated in 1936-37 and 1938-39 by the Cooperative Study Committee may submit those reports if they choose and ask for continued accreditation during the experimental period on the basis of these evaluations. Table III reveals also that 27 schools on the List for 1941 were evaluated by State Departments 1938-40; and 30 schools (one of which was dropped from the List) were evaluated by the Middle States Association 1939-40. Table IV shows the distribution of evaluations requested during the period 1940-46. It appears that the largest number to be evaluated is 167 schools in 1941-42. These

dates have been chosen by the schools and do not represent an arbitrary assignment of dates by the Commission.

The cost of evaluation is a matter that has been of major concern in the development of the new program. If the experience with the program in 1939-40 may be considered a fair basis for judging costs, the Commission has reason to believe that the new program can be carried out as planned. Table V shows these costs. These are the charges submitted to the schools by the Commission to cover costs of travel of committee members and other incidental expenses for essential materials not provided by the school, and express charges. These expenses do not include meals and other maintenance furnished by the schools to committee members. It is safe to conclude that never have secondary schools had provided a professional service of so great value at so low a cost.

Certain indirect but highly important values accruing from the evaluation program deserve mention. Service on evaluation committees provides for hundreds of educational leaders an unusual opportunity for education-in-service; this is no idle boast in view of the readiness and growing enthusiasm displayed by all who have participated to give of their time and energy in the work of evaluation by schools. Moreover, the service of many representatives of higher institutions on evaluation committees is developing a fine spirit of cooperation and an understanding of the changing character of the American secondary school and its responsibility for all the youth of the community. By this process, school and college representatives are studying together the problems involved in the education of youth and attempting to contribute cooperatively to the solution of these problems. In the rendering of this service, the regional association has perhaps discovered a function which it is singularly fitted to perform.

(Motion made and carried to accept and file report as presented.)

TABLE I
NEW SCHOOLS ACCREDITED NOVEMBER 1940

DELAWARE

Archmere Academy, Claymont.

DISTRICT OF COLUMBIA

None.

MARYLAND

Trinity Preparatory School, Ilchester.

NEW JERSEY

Miss Fine's School, Princeton.

NEW YORK

Adirondack-Florida School, Onchiota.

Browning School for Boys, Manhattan Borough, 52 East 62nd Street,
New York City.Eastchester High School, Tuckahoe (White Plains Post Road, at
Stewart Place).

PENNSYLVANIA

Chambersburg High School, Chambersburg.

Clifton Heights High School, Clifton Heights.

Norwin Union High School, Irwin.

Our Lady of Mercy Academy, 3333 Fifth Ave., Pittsburgh.

Philadelphia Public High Schools:

Benjamin Franklin High School, Broad and Green Sts., Phila.

John Bartram High School, 67th St. and Elmwood Ave., Phila.

TABLE II
ANALYSIS OF ACCREDITED SECONDARY SCHOOLS
JANUARY 1, 1941

	New Schools Considered	New Schools Accredited	New Schools Not Accredited	Old Schools Considered	Old Schools Accredited	Old Schools Dropped	Total Considered	Total Accredited	Old Schools Not Considered Basic List	Dropped for Non-Payment of Fees	Total Schools Accredited on List of January 1, 1941
Delaware	1	1	—	6	6	—	7	7	18	—	25
District of Columbia	1	—	1	5	4	1	6	4	26	—	30
Maryland	6	1	5	12	12	—	18	13	34	—	47
New Jersey	7	1	6	28	26	2	35	27	137	—	164
New York	11	3	8	9	8	1	20	11	157	—	168
Panama Canal Zone	—	—	—	—	—	—	—	—	2	—	2
Pennsylvania	19	6	13	30	25	5	49	31	242	—	273
Europe	—	—	—	—	—	—	—	—	1	—	1
Total	45	12	33	90	81	9	135	93	627	—	710

TABLE III
EVALUATIONS OF SCHOOLS
ON LIST OF ACCREDITED SECONDARY SCHOOLS
JANUARY 1, 1941

	Old Schools				New Schools	
	Cooperative Study Committee 1936-39	State Department-ments 1938-40	Middle States Assn. 1939-40	Total	Middle States Assn. 1939-40	
					Evaluated	Approved
Delaware	1	1	4	6	1	1
District of Columbia..	2	—	2	4	1	—
Maryland	3	10	4	17	2	1
New Jersey.....	5	1	8	14	—	—
New York.....	7	—	1	8	3	2
Panama Canal Zone..	—	—	—	—	—	—
Pennsylvania	11	14	12*	37*	8	5
Europe	—	—	—	—	—	—
Total	29	27	30*	86*	15	9

* One of this number was removed from the List of Accredited Secondary Schools.

TABLE IV
NUMBER AND DATE OF
EVALUATIONS REQUESTED FOR OLD SCHOOLS*

	'40-41	'41-42	'42-43	'43-44	'44-45	'45-46	Total	No Date Indicated
Delaware	4	6	—	2	1	—	13	5
District of Columbia....	3	6	6	8	1	—	24	3
Maryland	6	7	5	2	2	—	22	7
New Jersey	21	48	24	19	25	—	137	14
New York	21	37	27	7	11	1	104	54
Panama Canal Zone....	2	—	—	—	—	—	2	—
Pennsylvania	50	63	28	15	22	—	178	57
Europe	—	—	—	—	—	—	0	1
Total	107	167	90	53	62	1	480	141

* This is a summary of the requests for evaluations made in the Annual Reports 1940. It is constantly changing because of necessary revisions of school and Commission plans. Corrected to November 19, 1940.

TABLE V
DISTRIBUTION OF
COST OF EVALUATIONS

1939-40*

Amount of Expense	Number of Schools
No report on expense	2
\$0-5	9
\$6-10	8
\$11-15	8
\$16-20	3
\$21-25	4
\$26-30	2
\$31-35	4
\$36-40	1
\$41-45	—
\$46-50	1
\$51-55	—
\$56-60	1
\$61-65	—
\$66-70	—
\$71-75	1
\$76-80	—
\$81-85	1
	45

* Not including meals and maintenance provided direct by the school.

REPORT ON THE COLLEGE ENTRANCE
EXAMINATION BOARD

Headmaster JAMES I. WENDELL, The Hill School

Mr. Chairman:

I want to preface my brief report to the Association this morning by saying how much I have enjoyed my membership, as your representative, on the College Entrance Examination Board. The experience has been a stimulating one, and I relinquish my membership with a strong endorsement of the Board, its far-reaching aims, and its sound and intelligent administration.

In Professor Mullins, its secretary, the Board has a leader and director of its affairs, of unusual ability and foresight. Under his able direction, the work of the College Board has moved along with gigantic strides. Its finances are conducted with great skill, its budgets are carefully prepared and operated, and its investments are sound. Many a corporation would envy the strong position in which the College Board finds itself today with respect to financial condition and back-log for future emergencies.

During the past year the Board has served a greater number of colleges and schools than in any year of its history, which offers clear and unmistakable proof of the value of its service. The examining program of the Board is flexible, and this has resulted in a tremendous increase in its tests and examinations. The schools and colleges now have a choice between the April and the June series, or a combination of both. The Board has also taken an additional step in developing a series of examinations for the use of colleges and universities which have heretofore administered their own examinations in September. This series is closely correlated with the April and June tests, and includes the Scholastic Aptitude Test, a short form of the Mathematics Attainment Test, an examination in American History and one in English, as well as achievement tests in a foreign language and science.

Another factor which might be mentioned as responsible for the growth of the College Board in recent years has been a recognition of the need of many colleges for a more reliable and independent measure of their candidates' abilities and attainments. With this in mind, the College Board has developed its tests with a view of not only having

them serve as a valid check but in some measure, also, as a guide in the proper placement of students admitted to college.

Despite the fact that the June tests have decreased steadily at the rate of 6%, 8%, and 10% annually during the past three years, this marked downward trend has been more than offset by the tremendous increase in the number of candidates taking the April tests. These tests, although first designed largely for the purpose of examining candidates for scholarships, is being used in ever-increasing measure by colleges for admission purposes. The following table shows the number of candidates registered during the past four years in both the April and June examinations, as well as the estimated number for the year 1941:

	1937	1938	1939	1940	1941 (estimated)
April Registration ...	2005	4604	7436	10318	9750
June Registration	15032	14390	13244	12739	12250
Total Registration	17037	18994	20680	23057	22001

Some question naturally arises as to why the marked decline in the June tests, which has gone on in unbroken fashion during the past five years. Although this may be due somewhat to the increase in the April registration, no small part of it is due to improved guidance in our schools in the proper selection of colleges. Many schools today have developed excellent departments of personnel, and these departments have been of increasing service in the more careful selection of the right college for the individual boy. This, and the increasing use of certification for colleges not requiring the usual Board examinations, account in large measure for the increasing decline in the number of candidates for the June tests.

For the past year or more the Board has been preparing for publication a handbook containing the entrance requirements, with accompanying related information, of all of its member colleges. This project was discussed fully at a meeting of the Board on October 25th, 1939, and also at its meeting on October 30th, 1940. The chairman of the Handbook Committee, Dr. Neilson, reported that the material had been assembled and was being edited, and that early next year this pamphlet would be issued to the schools, and that additional copies would be placed on sale at a nominal cost. This book will contain an introduction by Dr. Neilson, with an appraisal of the work of the Board, its past and its future aims.

It seems wise to call your attention to the fact of the remarkable increase in the number of public school candidates who took the Board tests during the past year. The number of public school students taking the April scholarship tests increased from 1317 in 1937 to 3456 in 1940. This group constituted 67% and 70% respectively of the total number of scholarship competitors in those years.

The September examinations in 1941 will be held on the 8th, 9th, and 10th, in 1942 on September 9th, 10th, and 11th, Labor Day falling in 1942 on September 7th.

In closing, it is my belief, from my association with this Board, that it is a live and progressive organization whose value to the colleges and the schools is ever-increasing in a sound and constructive way.

(Report accepted and filed.)

**REPORT OF THE COMMITTEE ON THE UNIFORM
COLLEGE ENTRANCE BLANK****FLOYD E. HARSHMAN, *Chairman***

In reporting for the Committee on the Uniform College Entrance Blank I wish, first, to mention the membership of the Committee including Miss Davis of Johns Hopkins, Miss Cross of the Baldwin School, Dr. Bradford of Cornell, Mr. Bowles of Columbia, Dr. Cressman of the Pennsylvania State Department of Instruction, Mr. Banmiller of Villanova and our Secretary, Dr. Karl G. Miller of the University of Pennsylvania. The members of the Committee have worked faithfully and harmoniously in the hope of producing a blank which would secure the desired information for the colleges and, at the same time, simplify the work of the secondary school offices. There is a feeling on the part of your Committee that a uniform college entrance blank or certain uniform portions of whatever blank may be used would be of advantage to all. Secondary schools can, when uniformity is achieved, set up a system of records which will permit them to accumulate and transmit the type of information which is most meaningful to the institutions of higher learning.

The tentative uniform blank presented by this Committee a year ago has undergone two subsequent revisions on the basis of suggestions and criticisms presented by members of the Association. The blank has been printed and a copy sent to each member institution with the request for further suggestions. It was printed in the form which you now have in your hands so that it might be used as a single sheet or might be employed as two pages of a folder, which is preferred by some institutions. It is gratifying to report that we have received a great many comments and suggestions since this blank was distributed some weeks ago. About one-fourth of all of the letters received merely indicated commendation and support of the project. Quite a number who replied, however, offered suggestions for further change. One type of criticism indicated that we had not quite made clear our own ideas in printing the blank; for example, it was not necessarily to be used in this form as a single sheet. In addition, there were about thirty suggestions which have been carefully considered by the Committee and a number which have been adopted. These include such items as using the terms "first and second year algebra" instead of "elementary and intermediate algebra"; placing general science first

in the list of sciences because it is likely to be studied first; using the term "other subjects" rather than "electives," and allowing more blank lines for other subjects. In other words, the blank which you have before you is not to be considered the final and perfected project of the Committee. It happens that the New England Association of Colleges and Secondary Schools appointed a committee to prepare a uniform college entrance blank; the North Central Association has already done some good work along these lines; the National Association of Secondary School Principals is now interested and your Committee therefore requested the National Council on Education, under the leadership of Dr. Zook, to assume responsibility for a nation-wide cooperative effort to produce a satisfactory uniform blank.

Your Committee therefore does not move for the adoption of this blank as presented. Your Committee suggests that they be discharged as having performed the task for which they were appointed and that a much smaller committee be authorized to represent the interests of the Middle States Association and maintain contact with the national committee, which has just been appointed by Dr. Zook. It is suggested that our new committee include a member of the National Association of Collegiate Registrars, a member of the National Association of Secondary School Principals and such others as the President of the Association may designate. Your Committee is making these suggestions because it seems unwise to adopt our present uniform blank and then find it necessary, later, to reverse that action and adopt the form devised by the national committee.

(Motion made and carried to approve the recommendations of the committee; first: that the committee be discharged with thanks; second: that a smaller committee be appointed to keep in touch with, to advise and be advised by the newly formed national committee.)

REPORT OF THE NOMINATING COMMITTEE

DEAN MAX MCCONN, *Chairman*

(The report of the Nominating Committee presenting nominations for the Officers, Executive Committee and Commissions for the coming year was adopted without discussion and the Secretary was instructed to cast a ballot for their election. The list of Officers, Commissions, and Committees is to be found on earlier pages of this volume.)

MORNING SESSION

FRIDAY, NOVEMBER 22, 1940

CONFLICT OF CULTURES IN AMERICA

MARGARET MEAD, American Museum of Natural History

At the present time American schools and especially American Secondary Schools and Colleges are being sharply scrutinized as to whether they are fulfilling the functions which such institutions should fill in a democracy. Issues which have been raised range all the way from whether we have been successful in the simplest areas of assimilation, teaching children to read and write English and understand our civic institutions, to such problems as whether we have succeeded in instilling a proper sense of responsibility, an appropriate attitude towards authority, a functioning enthusiasm for the Democratic way of life. In such a discussion attention might be focused at several points, on the definition of democracy, on the details of the structure and functioning of our schools and colleges, or upon the human material which enters the school. It is at this third point that the conflict of cultures is felt most sharply. To the schools come children from a large number of mutually discordant and diversified home backgrounds. This statement has been made thousands of times, but it is too often followed by remarks about values, attitudes, points of view, abstractions which can not be operationally defined.

I wish to discuss today the implications of these conflicts in culture for the character structure of the children who enter our schools, and ultimately our secondary schools and colleges. By character structure I mean the organized way of behaving which the human organism builds up in response to the cultural pressures under which he lives. In each culture, and in each sub-culture, the developing human organism is exposed to a different set of pressures; he is cherished and deprived, indulged and frustrated in different ways, at different stages of his development and by different persons. From this culturally established pattern of character formation, the child emerges with a character structure, in terms of which he will act for the rest of his life. Although it may be and is modified by the structure of later situations in which he finds himself, these

modifications are always in terms of the basic established character structure. A child reared in a middle class Pennsylvania German home and then placed in a democratic school situation will not respond in the same way as a child reared in an Old American western middle class home, or in a Deep South Negro middle class home. Even if the behavior of the children may be so controlled by the structure of the school situation that it appears to be very similar, its meaning for the pupils, its implications for their personal lives, and its ultimate implications for their participation in a democratic society will be very different. And as their response to the structure of the school situation, to the relationship of teacher and student, to the relationships with other students, all will differ in terms of this basic character structure, so also will their understanding of the content of the material that is presented to them in the classroom. Words like power, authority, dependency, responsibility, will be read in terms of these profoundly differing backgrounds against which the behavior of the teacher, the words in the text-book must be interpreted.

It has been a common error in American educational thinking to suppose that cultural differences which are sharply revealed in the six-year-olds entering school tend to be ironed out in the course of the educational process so that among high school students they are less important, and that they tend to disappear almost entirely in college. The question of cultural and sub-cultural differences therefore has been regarded as significant for primary education, even more so for nursery school, day nursery and kindergarten education, rather than for secondary schools and colleges. There are two respects in which these cultural differences have continued significance. The first is the persistence in the adolescent and adult individual of these basic patterns of behavior established in early childhood. The second is the importance in the behavior adjustments of adolescents and adults of the compromises which have been necessitated by the differences between the social environment in which they must function and the specific teachings of their parents.

The types of variation in basic character structure which may occur under contrasting cultural conditions have been discussed elsewhere.¹ I wish here to take a certain amount of that discussion for

¹ Mead, M., "Social Change and Cultural Surrogates," *J. Educ. Soc.*, Oct. 1940, pp. 92-109.

granted, and shall merely summarize it. In Western European and American society we have a form of socialization which expects the parents to present to the growing child a model of behavior, and to punish or reward the child to the extent to which the child approximates to this model behavior. The parents are expected to take the full onus of the child's rebellion and dislike which will arise from time to time in the course of this system of child training, and are allowed certain compensatory privileges, for instance to take "good behavior" on the part of the child, as an earnest of the child's "love," and to pride themselves upon the child's achievements. The child reared under such a system develops a "conscience," a capacity to anticipate in imagination the unpleasant emotional tone which is associated with disobedience to the parental admonitions, and the pleasant emotional tone which is associated with their fulfillment. The process by which this system of conscience is implanted is so thoroughgoing, that by the time children reach adolescence, the internalization of sanctions is complete, the young person will act as if the parent were there, and the parent himself is no longer necessary to the moral behavior of the young. (When I say "moral behavior" I do not mean good behavior, I mean behavior based on the premise that there is a difference between right and wrong and the individual has to choose between them. From this point of view, the boy who elects to steal a car, only after successfully grappling with his anticipatory feelings of extreme guilt, knowing that stealing is wrong, is behaving morally.) Meanwhile, the growing individual has learned that the parent is not the ideal person which he was forced by his society to represent himself to be. For the "ideal parent" he then substitutes an "ideal self," an adult goal picture on which he projects the virtues and strengths which he once felt his father to possess. As during early childhood he felt guilty when he failed to live up to the standards set by the "ideal parents," now in adolescence and early manhood, he feels guilty because he does not live up to the standards of the "ideal self."

This is a diagrammatic picture of our system of socialization. It presupposes a stable, homogeneous society, in which fathers and sons, mothers and daughters agree upon all the basic issues of life, and in which the emancipation of the young is merely a rejection of

the faultiness of the parental interpretation of the culture and the substitution of a personal ideal of interpretation believed to be superior. In a rapidly changing society, new elements of disagreement enter into the parent-child situation and the adolescent, or even pre-adolescent rejects his parent, not because he is merely a human, and therefore faulty version of cultural perfection, but because his ideas, his rule-of-thumb behavior, his prejudices, are out of date and out of step with social change. If, however, our society were relatively homogeneous, although changing rapidly, the conflict between parents and children might still remain the focal motivating force in the society, and the adult as well as the adolescent personality might remain preoccupied with the issue of the direct relationship to father symbols. Amber Blanco White² has made a brilliant analysis of the significance for English character structure of the English political system, and shown how the King, who ceases to play any active role, remains as a symbol of the Good Father, and the Prime Minister, who actually rules and may make punishing and unpopular decisions, can always be rejected as the Bad Father, leaving the average citizen's sense of his essential loyalty to the father symbol undisturbed. Coming of age in England means in effect, shifting from the school system in which authority is absolute and unquestioned, to a responsible position where a father surrogate who may be directed towards a program congenial to the younger generation is set up. The young adult can vote for this surrogate, the Prime Minister, as long as he supports the program. In these political activities he stands side by side with others of his own age.

In a far more heterogeneous society like America, however, there are many forces operating which introduce a different relationship between childhood behavior and the structure of social and political situations. (It will be realized, of course, that in any society, the structure of all its institutions is part of an integrated whole; this is true whether these institutions merely repeat, or complement, or compensate for each other, in the roles which they permit individuals to play. The structure of the school situation bears an intimate and inevitable relationship to the structure of the home situation on the one hand and to the local, state and national government, the way in which people conduct business and spend

² A. R. Blanco White, *The New Propaganda*, London, Gollanz, 1937.

leisure hours.) With our enormous immigrant population and our great diversity of national backgrounds, children are forced to face a different order of contradiction between their own social experience and that of their parents. In the old, slowly changing homogeneous society, a father, who was not too truthful himself, sternly taught his son never to lie. The son grew up, caught his father in a lie and substituted an ideal truthfulness for that of his father's. In a changing but relatively homogeneous society, the son finds that he has to reject a large part of his father's program for life as well as his father's way of executing that program.

In the United States, the growing child is faced, concomitantly with the development of social consciousness, with a fundamental disagreement, deeper than any mere failure of an individual father to live up to his pretensions, deeper than the shifts in program incident to social change alone, between himself and his parents. As he moves through the school into the current American scene, he moves into a world in which his father's values are open to every sort of challenge, from the challenge offered by the Old American to the foreigner, to the challenge offered by the foreign child to the Old American. His problem is more difficult than that of the English child who is able to continue to give partial and conditional support to a prime minister with a program. The American child is impelled by the emphases of his own age group to reject his father, almost *in toto*, for the approval of the age group in which he lives. The children who quote their parents' opinions are sissies and mamma's boys, and "dumbbells who can't think for themselves." The group insists that each youthful member stand on his own feet and think for himself, about the particular things, and in the particular tone of voice which the group values.

This circumstance, this functioning of the melting pot, within our schools has had its repercussions back upon the American system of socialization. The children who slough off their parental allegiances, but retain of course the young childhood fear of doing wrong, become in time American parents, the parents of second and third generation Americans. It is they who form the great bulk of our population and they who set what might be called an "American

standard." The Old American³ home, in which both parents come from eight or nine generations of Americans, is a special local sub-cultural group, as local and special as the Pennsylvania Germans or Creoles of Louisiana, although somewhat larger numerically. But the tone of voice, the emphases, the choices which have been the deciding ones in American culture, come from those whose parents and grandparents were exposed to the group situations which I have been describing.

As the character of the child is shaped by the character of the parent, and the bulk of American parents have had to make these particular compromises between home standards and age group standards, we may now consider what effects these compromises have had upon the parental character. The typical American parent knows that he himself threw off his parents' standards, he knows that while he retains his earliest sense of the distinction between right and wrong, he is no longer concerned with his relationship to his father, except in a purely negative sense. As a boy he did not want to follow his father's trade or profession. He wanted to do something different, something that he thought of himself. The mother, as a girl, planned on how she would run her own home differently as well as better than her mother, and bring up her children entirely differently. These experiences of adolescent rebellion and self-sufficiency have their effects on the hopes and expectations of the adults who become parents. They do not expect their children, once they have reached school age, to emulate them, or to wish to be like them. They know that the standards of the age group are going to take over the dominance that has been theirs so far.

But although the American parents have little hope that any direct appeal to their children can be made, to "act like father," or "act

³ Native white of native born parents have constituted just a little over half of our population since 1870 when this breakdown was first introduced into the Census. Fifteenth Census of the U. S. Population, Vol. II, Bureau of the Census, Department of Commerce, p. 29. In setting up his requirements for "Old Americans" Hrdlicka was satisfied if he could find individuals, all of whose four grandparents had been born in this country. He remarks, p. 5, "In the beginning of the studies it seemed desirable to make the limit of four, or still better five generation Americans; but on trial this was found quite impracticable. When the eastern and southern communities where considerable inbreeding has taken place and the subjects from which would obviously not be the most desirable for our purposes were excluded, it was found that those who could qualify to four or five generations of pure American ancestry were astonishingly scarce, and that also, on the whole, they represented rather too much of social differentiation. Even those of three generations pure native ancestry are far less common than might at first be imagined." Hrdlicka, A., *Old Americans*, Baltimore, Williams and Wilkins, 1925.

like mother," they have not on that account given up a desire to influence their children. They are passionately interested in their children's achievement and in their children's reaching if possible a better economic status than their own. In fact the disappearance, under American assimilation conditions, of occupational identification between parent and child, has made it possible to sharpen the drive towards vertical mobility in our society. So we have the picture of parents with much slighter authority and much thinner roles than European parents—French or German or English or Italian—who have if anything an intensified interest in their children's achievement. What motivations do they rely upon, to maintain some control over the level of their children's achievement?

Studies of comparative culture reveal that the basic patterning of the individual character takes place very early in the child's life, and that the child's relationship to the persons in its immediate environment, father, mother, siblings, and occasionally other relatives, such as grandparents, mother's brother, father's sister, etc., is one of the most important means through which this patterning takes place. In the typical American home, the relationships to parents and siblings are primary. There is slight contact with other relatives, and when there is such contact it is not recognized as valid by the age group into which the child enters. "She's awfully queer, but then you know she was brought up by her grandparents!" "He goes around with his cousin all the time." Such comments at the grade school age are later translated into violent rebellion against the interference of relatives, e.g., in the Italian first generation groups in which the young man feels that his behavior is being subjected to the scrutiny and criticism of a whole group of kinsmen and neighbors who came from the same home community in Italy and who attempt to exercise the prerogatives of a wide kinship group. This sort of conflict is well documented enough so that we can assume as part of our argument that the operative kinship group in America, in terms of which the child's character will be formed, is that of parents and siblings.

Now comparative cultural studies provide evidence to show us that this primary constellation may take many forms. The father may be the principal focus of emotion, with children of both sexes

primarily oriented towards him.⁴ The mother may be the center of attention and the process of growing up for males may mean transfer of emotional attention from the mother to the male group, with no great importance ever attached to the father-child tie,⁵ the ties may run across the sex lines, so that the daughters are attached to the father, the sons to the mother, with father and son definitely aligned against each other,⁶ etc. Similarly, in sibling relationships there may be primogeniture with a fixed status for the eldest son and congruent attitudes of acceptance or resentment on the part of the younger sons,⁷ in an absence of primogeniture there may be covert⁸ or open rivalry for the father's property or power,⁹ sibling attitudes may be centered in the filial generation with the brothers competing with the father for the sister (to be used as a pawn in a marriage game),¹⁰ the relationship between elder and younger brother may be dynamic in the society,¹¹ or the relationship between elder and younger brother may become a focussing point.¹² The rivalry which developed between siblings may be channelled as rivalry for the mother's breast, and later for her love, so that the attention is concentrated on what is desired from the mother, not on the other individual who also desires it.¹³ Or the mother may treat the child as if he were as strong and definite a person as she, in which case when a new baby is born, the dispossessed child, the *knee baby*, may become a rival of

⁴ The Manus tribe in the Admiralty Islands, M. Y. of New Guinea. Mead, M., *Growing up in New Guinea*, N. Y. William Morrow, 1930, and *Kinship in the Admiralty Islands*, *Anthrop. Papers of the American Museum of Natural History*, vol. 34, pt. 2, N. Y., 1934.

⁵ The Iatmul tribe on the Sepik River. Bateson, G. Naven, Cambridge University Press, 1936.

⁶ Mead, M., *Sex and Temperament in Three Primitive Societies*, Part II. The Mundugumor. N. Y. William Morrow, 1935.

⁷ cf. Discussion of the Tanala of Madagascar, in Kardiner, A. *The Individual and His Society*, N. Y., Columbia University Press, 1939, based upon the field work of Professor Ralph Linton.

⁸ In Samoa. cf. Mead, M., *Coming of Age in Samoa*. N. Y. William Morrow, 1928, and *Social Organization of Manu'a*, B. P. Bishop Museum Bulletin No. 76, 1930.

⁹ Among the Chuckchee. Borogas, W., *The Chuckchee: Social Organization*. Jessup North Pacific Expedition, Vol. 7. *Memoirs, Amer. Museum of Natural History*, Vol. II, 1909.

¹⁰ Mead, M., *Sex and Temperament in Three Primitive Societies*, Part II. The Mundugumor. N. Y. William Morrow, 1935.

¹¹ The Iatmul tribe on the Sepik River. Bateson, G. Naven, Cambridge University Press, 1936.

¹² Mead, M., *Sex and Temperament*, op. cit., Part III.

¹³ Among the Balinese. Mead, M., *The Concept of Plot in Culture*. *Trans. N. Y. Academy of Sciences*. Vol. 2, 1-8, 1939.

the mother for the baby.¹⁴ A great and probably as yet unpredictable number of patterns of child, parents, siblings relationships are possible within the framework of types of human marriage.¹⁵

If we turn then to the typical American family, how are these relationships patterned? We have a father role which is oriented towards providing for the physical support and education of children who will enter a world which he knows not, either because he hopes the child will change his occupational group, or anticipates at least that he will move to another part of the country, or if the father is more sophisticated he knows that the world of ten years from now will be different from the world of today. He sees his authority as dwindling and attenuating, crowded out by the school, the community, and above all by the standards of his children's age mates. We have a mother role, in which the mother's only hope of maintaining any future tie with her children depends upon her single-handed effort to establish an emotional hold that is so strong that the child will be unable to break it, even after he or she has established a new and independent way of living. Supported by no structural arrangements in our society, each mother has to make her own hold on her child valid, in the face of a society which articulately disapproves of "silver cords" and openly advertises Mothers Day as a day of atonement for past neglect, presuming that the neglect is almost universal. I have discussed the special repercussions of this mother's role elsewhere.¹⁶

In this situation what aspect of the primary family situation is available to the parents for motivating their children towards the goals which they themselves cherish, towards the concrete achievements of good marks, acceptable manners and a standard of personal appearance. If we examine the situation we find that it is the sibling situation upon which they fall back. To do as well as your big brother, to keep ahead of your younger brother, and by extension, to compete successfully with your age mates, is one of the primary ways in which American parents use the primary family situation to

¹⁴ Among the Iatmul. Mead, M., "Character Formation in Two South Sea Societies." *Proceedings American Neurological Association*, 1940.

¹⁵ For a discussion of the various formal possibilities inherent in the biological family see: Fortune, R. F., "A Note on some forms of Kinship Structure." *Oceania*, September, 1933, Vol. IV, no. 1, pp. 1-9, and Mead, M., "Contrasts and Comparisons from Primitive Society." *Amer. Acad. of Political and Social Science, Annals*, Philadelphia, 160.23-8, March, 1932.

¹⁶ Mead, M., "On the institutionalized role of women and character formation." *Zeitschrift für Sozialforschung*, 5.69-75, 1936.

spur their children on to achievement. In this picture a sister also plays a very significant role. "A little sister" who is in the same grade, a "big sister" who did much better when she was in the fourth grade—these are challenges; and if a boy fails to meet them he doubts his own masculinity. Thus, to the motivation to compete with a sibling of his own sex is added the motivation of proving that he is a real male. In a coeducational school system, due to the fact that girls are more precocious than boys, and also more diligent at their studies, this cross sex competitive situation has various definite repercussions, in increasing boys' anxiety about their adequacy in filling the male role, and in giving girls that interest in adequacy based on achievement which distinguishes American women even below the middle class level.

And because we are dealing here, not with a single generation, but with a type of behavior which is perpetuated through several generations, we have the survival in the parents' attitudes of their own parentally stimulated sibling rivalries. So we have the mother who is acutely concerned with whether *her* child does better in school than Mrs. Jones' child or Mrs. Smith's child. This attitude reinforces her use of the sibling rivalry situation as a means of making her child compete with other children. And because the mother is attempting to rule entirely through the hold that she has on her child's affections, she will give love to the child who achieves, who competes successfully, and withhold it from the child who fails. Upon the child falls the burden of carrying on his mother's unfinished contest with her siblings and with representatives of her siblings in the community.

To sum up, the character of the young American, as moulded in a home which is typically third generation American, and as influenced by press, school, church, radio, etc., which reinforce these third generation habits of behavior, has a very definite form. He is held against his will by his affection for his mother, which provides an anxiety background for his attempts to get on in the world, he intends to throw off his father's authority just as soon as he gets a job, e.g., his attitude towards his father is wholly in terms of current support and not in terms of anything that he may expect from his father in the future. He has received from his parents as a small child a super-ego formation which decrees that he will consider any

course of action in terms of right and wrong. But this has been overlaid by his substitution of age group standards for home standards. But because his parents have never accepted them he never quite whole heartedly accepts the standards of the age group instead of the standards of his home. Within the age group he gets his primary pleasure from successfully competing with those who are slightly older, bigger, brighter than he, "elder siblings," and his security from competing successfully with and surpassing those who are slightly younger, smaller or stupider than he. The training which he has received from home has borne its fruit. He asks nothing from his parents except in times when he has failed in the battle of life, lost a job, gone in debt, been bereaved. He gets his primary security from his successful competitive position in his own group. In a forthcoming article in *Harpers*,¹⁷ Irwin Ross, speaking for the younger generation, has summarized material from the investigation of the American Youth Commission showing that the average youngster who wants to improve himself or herself, wants just a little better job, not a spectacular success in Hollywood or Wall Street. The average young American works on a wide margin when comparing own status and success to that of the parents, but a narrow margin when comparing his future status to his present status. He only wants to keep up with his elder brother and sister, and not to fall below his younger brother and sister, and he wants to do it himself, without his parents' help or interference. When he was a child, he was encouraged to fight it out for himself, and parents only interfered under two conditions, when he had forgotten his training about fair play and was attacking a child too much smaller than himself, or when he had severely over-estimated his powers and entered into a contest of strength with a child much stronger than he. In both cases the interference of a parent, or a teacher, or much older boy who represented the adult standards of the community, was profoundly humiliating.

In his attempt to stand on his own feet and maintain his position in his group, he also identifies himself with others of about the same strength or status. The gang, the club, the local group, are all extensions of his sense of his own stature and with them he competes with other gangs, clubs, and local groups of about the same status.

¹⁷ *Harpers*, January, 1941, pp. 127-132.

He feels comfortable when he wins a victory which wasn't too easy over a slightly weaker group, and inordinately proud when his group tackles, either physically, in competitive sport, or in some more attenuated form of rivalry, a group which should be stronger than they. With groups whose members are younger, poorer, less educated, etc., he and his group are not concerned, at least they are only uncomfortably concerned. The powerful business men's association which attacks a labor union has first to convince its members that the labor union is really extremely strong and dangerous and that such differences as wealth, security, education and status, do not really affect the case.¹⁸ Nor are small organized groups likely to court the David role, for the pity or protection which this role inspires is distasteful to their members.

II

This typical American character structure has profound implications for educators who at the present time are charged with a responsibility as great as any which they have faced in our history. The schools and colleges will be turning out, this coming year, young people who are to take their places in the wider community. These young people are given a sense of maturity and responsibility to the extent that they feel they, or their age mates, are acting themselves, not following programs prepared for them by the older generation. Now their seniors, to the extent that they are alive to present-day issues are profoundly concerned about democracy. They want the young people under their tutelage to be as profoundly concerned. In fact, if we all examine ourselves closely, we must face the fact that our safety and our future depend upon the younger generation feeling that our way of life is worth working for.

Such concern for democracy must be rooted in the American character, the American character which has been developed in the course of the conflict of cultures in America. This means that it must come from the bottom, not be imposed from the top. In terms of political structure, it means that only as thousands and hundreds of thousands of small towns, and large towns, small or-

¹⁸ For a discussion of this *symmetrical* type of rivalry see Bateson, G. Naven, Cambridge University Press, 1936. Chapter XIII on "Ethnological Contrast, Competition and Schismogenesis," and "Culture Contact and Schismogenesis." *Man*, 1935, p. 199.

ganizations and large organizations, all over the country, feel that this is *their* job, will the United States be able to carry through its Defense Program. And in the school system it means that your principal strategic job is to let moves come up from the students, let them, especially the graduating classes, develop their own programs, work out their own ways of contributing to the situation. The commencement orations of college presidents fall on ears that are deaf to the extent that those ears are typically American.

In recent years we have seen an increasing chasm growing between articulate young people and their elders. This is primarily the result of our failure as a nation to provide jobs for our young people, whom we had nurtured and trained to stand on their own feet. This failure, which has affected the spirit of youth all over the country, those in the universities as well as those who stand in idle dullness on the street corner, has two profound effects. For the young people who are typically American, in the sense that I have described, it is humiliating and paralyzing. At a time when we need the enthusiasm and devotion of every young adult, we have let conditions develop which promote just the opposite. The typical American sulks and when he sulks he provides good material for the fascist organizer, who at least offers him a place in a group in which there is some hope of doing something.

And, here, we may return to an extreme manifestation of our original theme of conflict of cultures. What happens to the first generation American, who has not a typical American character structure, who is still bound more strongly to the ways of his foreign parents? He stays at home, or goes home. Over the radio, in the foreign language press, he is bombarded with totalitarian propaganda. An employed young man of twenty—whether he is third or first generation American—is a potential contributor to a Democratic country. An unemployed young man, whether he is a typical American or a first generation American, is, because his unemployment leaves him chafing and receptive, a first class prospect for totalitarian propaganda.

The situation within the schools is but a special and vitally important version of this situation in the wider community. In your schools and colleges, under your care, are hundreds of thousands

of young Americans, whose potentialities for democratic usefulness are impaired every time they are forced to do something by those who represent their parents. This contra-suggestibility to parents is the price we have paid for a society which is composed of representatives of every European nation. Without it, we could not have assimilated the millions of first and second generation Americans. Upon it, we have founded the greatness of our democracy. But the opportunities we give this typical American character, which chafes under impositions or appeals from the top, which will put endless effort and enthusiasm into any program which they feel is their own, during the next year or so, may be crucial for the survival of democracy in America. Our hysterical scare about American Youth ought to be about over. The cheerfulness of the registration for the draft, the lack of demonstration of objection, ought to be sufficient to make all those in positions of authority, in schools and colleges, stop worrying. The danger to our democratic institution lies not in the vocalizations of the young people who have been most impressed by the lack of a social role which this country is giving its young people. The real danger lies in that very lack.

Professional educators can make two contributions to this emergency. They can put the full weight of their positions, administrative, teaching, guidance, etc., back of every existing attempt to give young people an active positive earning role in the communities where they live. They can set their minds to work, to devise new and better ways of meeting this need. Second, within the schools and colleges, they can foster the growth of articulateness, student responsibility and interest in the affairs of the world. To do this will require both courage and vision. Students who are allowed to talk say things that their seniors, that the Chamber of Commerce and the Board of Trustees don't like. Even at the very moment when the physical safety of the entrenched and middle aged gentlemen depends upon these very youngsters, they won't like it. And they will fall back on the only authority which the American father has, they will wave the economic stick. Americans believe that he who pays the piper calls the tune. But they also believe that no one whose tune is called by another is grown up. We are going to give to our young people in the next few years a task which will

challenge the full capacity of an adult. We can not expect them to make an adult contribution unless we give them a chance to feel, and be, grown up. Grown-up Americans think for themselves. Grown-up Americans stand on their own feet. Will you add to the number of grown-up Americans.

LEARNING THE WAYS OF DEMOCRACY

WILLIAM G. CARR, *Secretary*, Educational Policies Commission

The development of civic responsibility among adults, youths, and children is the supreme problem which confronts the educational agencies of the United States today. The concerted efforts of all should be directed promptly and with the greatest possible vigor to strengthening loyalty to democracy among all of the citizens of the United States. In all our arsenal of national defense there can be no stronger weapon. Lacking an intelligent and active loyalty, our guns and battleships will be of little value indeed. The principal means which we have available for developing this loyalty is our system of public schools and colleges.

This is not a new problem nor a new conclusion. The Educational Policies Commission during the past four years has centered its work on the relationship of education to various aspects of American democracy. The Commission has prepared and published four major statements in this field, including *The Unique Function of Education*, *The Structure and Administration of Education*, *The Purposes of Education*, and *Education and Economic Well-Being*.

Within the framework of these publications, the Commission's program for civic education has been developed. This program began a year ago last September when a staff of six persons began a series of visits during which we observed the work of 90 selected secondary schools located in 27 states. The report of this study, constituting a case book of education for citizenship, has recently been published. The Commission will follow up this report with a series of about thirty regional conferences to carry to teachers, school officials, and the general public in every part of the country an informed enthusiasm for the teaching of effective citizenship. This address is in considerable part a summary of some of the methods used, and of some of the recommendations that were reached in the Commission's study.

It is helpful to identify fairly clearly six aspects of the citizenship education program as it exists in a typical American high school. First, we have the methods used for maintaining the form and spirit of democracy in the administration and supervision of the school system. Second, there are those methods of teaching in the class-

room which may be in themselves experiences in democratic living. Third, we must consider those activities which occur in the school, but outside of regular classes, including student government and a wide range of extracurricular activities which may contribute to citizenship education. In the fourth place we have the participation of school youth in community activities outside of the school building, but under the general auspices of the school or, at least, with the encouragement of the school. Fifth, we have the methods used for testing or evaluating the outcomes of citizenship education, methods which are often highly influential in determining processes and goals. Finally, there is the content of the course of study,—that is to say, what is actually taught about citizenship and about democracy in courses in the social studies or in other subjects. The report of the Commission deals with each of these approaches to civic responsibility. My remarks will be organized in the same way.

1. Administration

In the operation of an educational institution, democratic procedures take on a peculiar significance. The ideals and practices of adults who are in close relation to youth are bound to affect the latter's thinking and action. Our studies, therefore, were concerned with the relationships between teachers and administrators and between teachers and the public. We were interested not only in the official aspect of these relationships, but in their personal and human side as well. We attended citywide councils of students and teachers called together to advise the superintendent of schools on educational matters. We studied the educational policies councils which operate in such cities as Denver and Philadelphia. We observed the round-table procedures for the development of educational policy used in Lincoln, Nebraska, and elsewhere. We inspected the results of the work in such places as Shaker Heights, Ohio, where committees of teachers, parents, and high school youths have been developing a program for the revision of the secondary school curriculum. We attended a large number of faculty meetings at which the democratic sharing of planning and policymaking was observed. We were particularly careful to distinguish as accurately as possible between shared responsibility in formulation of policy on the one hand and the efficient execution of that policy on the other.

The recommendations of the Commission will give no comfort to those who feel that the work of administration in a democratic society is unimportant. On the contrary the Commission believes, and says, that the importance of the work of the administrator is enhanced when that administration is democratic. It requires a higher order of competence to lead a group of teachers to pool their resources and to agree upon a constructive plan of action than is needed to give orders to those same teachers and see to it that the orders are carried out. No administrator with confidence in his own powers need hesitate to practice democratic administration for fear that it will too narrowly confine his abilities. The Commission is convinced that democratic administration of education is the most powerful influence in building school morale. Teachers, like other people, are likely to give their best service when they have voices that count in deciding the purposes which govern their work. The administrator who shuts himself off from such counsel is making a major error of policy.

A democratic system of educational administration cannot be evolved merely on the basis of good will and a general disposition to be fair. It is true that without good will and a fair mind such administration will not occur, but these characteristics in themselves are not sufficient. In all except the smallest schools some definite plan of organization is necessary through which genuinely representative bodies may share in policymaking, through which two-way channels of communication between representatives and those who choose them may be kept open, through which administrative officials and teachers may exchange ideas, through which the knowledge and skill of experts may be used, and through which clear-cut assignments of executive responsibility on the basis of competence may be made. Democratic administration does not mean that every person in the school system is equally responsible for doing every job in the school system.

Before democracy can be attained in some school systems there will need to be a distinct change of heart on the part of two groups of employees. The administrative employees have already been discussed. Teachers on their part must understand that the right to take part in policymaking is accompanied by a responsibility. The teacher who would help to develop educational policy must first

realize that his job includes more than the teaching of classes. Too many teachers are perfectly content to take orders from above and to carry them out. No teacher is fit to participate in democratic administration unless he be familiar with the program of his own school and, in general, with the operation of the whole school system. He must know the educational problems on which he is expected to pass judgment; he must ascertain the facts relating to these problems and, above all, he must be willing to bear his share of responsibility for the decisions which are reached. Furthermore, teachers might well show greater concern and competence than they have sometimes done in conducting the work of their own professional organizations.

The Commission also believes that democratic control of education will involve a participation of the lay public in educational planning. There has been some effort in recent years to keep the public informed regarding the work of education. Such publicity is wholesome and should be continued; but beyond information there is understanding and beyond understanding there is partnership.

When our staff was engaged in the field studies in the ninety schools, it was our custom to arrange for an evening dinner and meeting at which some representatives of the school system and some of the leading citizens of the community were the guests of the Educational Policies Commission.

From these conferences we think we obtained a rather clear picture of the interest of the public in civic education, an interest much more spontaneous than any of the staff had anticipated. It was frequently difficult to bring the meeting to an end, because these busy and influential citizens still had things they wanted to say and questions they wanted to ask. Educating for citizenship is a matter in which lay people may well be concerned and one to which they undoubtedly have something indispensable to contribute. Not once, but literally dozens of times, these citizens have come to us after the meeting and have said something like this:

"The superintendent and the board of education have frequently asked my help in obtaining funds for the schools. This I have always been glad to give. But in many years in this community I have never before been asked to discuss the program of education itself with the school officials. When they wanted my help, it was always with reference

to some matter of finance or taxation. I have always hesitated to offer comments about the purposes and conduct of the school itself. I think I see from this meeting that there are opportunities for an informed and constructive support of education which go far beyond securing money for the schools."

As a result of the meetings which have been held in several of the cities, it is planned to continue such meetings at intervals in the future where members of the school staff and representative citizens may talk over the welfare of children and their preparation for life in this democracy.

2. Teaching Methods

Democracy should permeate not only the administration of the school, but the administration of the classroom. Teaching facts and theories about democracy will be of little effect if the environment in which pupils live in the classroom negates those ideals which are taught by textbook or by preachment. The ideal of democracy in the State, in order to be an impelling motive for the individual, must be grounded in a multitude of actual experiences in democratic living in smaller face-to-face groups.

This part of our study, therefore, was concerned with those practices of classroom teachers which provide actual experience in various aspects of democratic living for the youth in the classroom. In upwards of 2000 classrooms, we looked for instances in which pupils shared in determining the objectives and methods for their studies. We watched the role of the teacher as a leader and noted with interest cases where this leadership was shared with students. We were concerned with evidences of freedom of thought and expression in the classroom; of a respect for minority groups; of freedom to discuss controversial matters relating both to school life and to life outside of school; of the search for the facts behind opinion, rumor, and propaganda; of the encouragement of suspended judgment and action until an attempt had been made to discover the pertinent facts; of the balance between cooperative group work and individual work. In this phase of the study we did not limit ourselves by any means to social studies classes. We visited teachers of physical education, of science, of industrial arts, of home economics, and of mathematics, as well as of the subjects of English, history, and social

studies. On the more promising classroom procedures we took rather complete notes so that we could later reproduce the spirit, if not the precise substance, of the discussion. Some of the best of these classroom practices will be included in the report of the Educational Policies Commission.

The Commission has approved the identification of certain hallmarks by which democratic teaching may be identified.

In the first place, democratic teaching involves cooperative action. Democracy can become more effective when we all learn to cooperate better. The traditional methods of teaching, however, stress competition. Marks of distinction are showered on the pupil who surpasses his fellows. Our schools usually give prizes to the one who wins the most credit for himself, rarely to the one who can work most effectively with others. We pin the badge of failure on the child who is defeated in competition rather than on the child who fails to learn how to cooperate.

Of course, there is a place for competition as a motivating force in education. We need a reasonable amount of self assurance and self reliance. The immediate need in our schools is for a better balance between cooperation and competition. Children should learn through experience as directly as possible and at an early stage of their lives that the combined efforts of a cooperating group can often solve problems that the ablest individual in the group cannot possibly handle unaided.

Another hallmark of democratic teaching is mutual friendliness and respect as shown by students to one another and as revealed in the relations between students and teachers. Democratic teaching techniques are not achieved by memorizing some rule-of-thumb procedure. They are achieved by teachers who have thought deeply and sincerely about the democratic ideal and its implications for life in America today, by teachers who are willing to submit their own familiar teaching practices to unsparing scrutiny in the light of this ideal. They are achieved by teachers who will boldly reject the fiction of mass education, realizing that while there may be mass *instruction*, *education* works for the individual and with the individual. The school organization and the teaching load should be so adjusted that teachers may become acquainted with their students and develop friendly and human relations with them.

A third characteristic of democratic teaching is that all members of the group share according to their respective abilities and maturities in planning, executing, and evaluating the results. Children are not born with the skills of democratic living; they must learn them. They do not inherit democracy in the way that they inherit blue eyes or curly hair. They can learn this difficult way of life in only one way,—by thoughtful practice under competent guidance. The goal to which growth should be directed is a matured civic responsibility by the end of the high school. This will never be accomplished as long as we keep our children in leading strings, as long as we tell them every day what they are to do, how they are to do it, and when they are to do it, without giving them any chance whatever to ask why or to share in the direction of their own education.

The fourth criterion of the democratic classroom is freedom for the discussion of controversial subjects. We aspire to a society in which public policy is ultimately determined by the enlightened will of the people. To deny to any portion of the people the right to discuss and consider controversial questions or to place any public question outside the pale of free discussion, is to strike a death blow at the heart of our institutions. The very nature of controversy implies that there are differences of opinion. At the points of greatest controversy, the decisions of greatest importance are made. To exclude the people from free discussion of controversial issues is, therefore, to deny them the right of thinking on problems at the very points where such thought is most important. If the people have not this right, they are unable to make intelligent decisions. The free election becomes a controlled plebiscite, and power passes into the hands of individuals who are adroit enough and unscrupulous enough to take it and use it. American high schools and the public which supports them must recognize the crucial importance of giving young people an opportunity to deal impartially with debatable issues, to think clearly about these issues, to gather information which bears on them, and to reach their decisions. We must have enough faith in our democratic institutions to believe that they can stand critical examination and that where these institutions are working badly they can be improved within the framework of the democratic process.

We hear a good deal of jittery talk these days about subversive activities and subversive agencies. Some ill-informed people have even hinted that the schools are subversive.

A beautiful illustration of this whispering campaign about public education is provided by a recent magazine article. It would take too long to give you all the article, but I shall read a few sentences which, I believe, give a fair picture of its general level and tone. The article is illustrated by a cartoon which depicts an American school child, communist textbook in hand, trembling under the tutelage of a Russian bear, thinly disguised as a school teacher. You have to see that cartoon to appreciate to the full the savage nature of this attempt to smear the good name of our schools. Now, for the excerpts:

"Have you noticed how little present-day children know of American history and the basic reasons for the liberties we enjoy? . . . There are reasons for this . . . The main reason is that our entire educational system has been 'reconstructed' in several vital particulars. Textbooks and complete courses teaching that our economic and political institutions are decadent have been placed in public schools . . . That's what has happened in little more than a decade, while you and I and others have been too much engrossed in our own affairs to look between the covers of our youngsters' textbooks. It has come about through the widespread teaching of 'Social Science.'"

What a climax! The American people are first asked to believe, without a single morsel of evidence, that our children do not know much about "the basic reasons for the liberties we enjoy." And then they are gravely advised that this evil day has fallen upon us because of that wicked "Social Science." And the editor of the magazine takes pains to explain in the foreword that these conclusions are based on two years of research.

What is subversive? By its Latin derivation this adjective applies to the process of "overturning from the foundation." What is the foundation of the future of our democracy? Does it not rest, finally and completely, on educated citizens? I conclude, therefore, that the minority who unjustly attack the loyalty and integrity of the public schools are attacking the true foundations of democracy. And they who do that are, knowingly or unknowingly, the real subversive agents. Yes, though they carry banners inscribed with the magic word "economy"; though with patriotic gestures they wrap

themselves in the folds of the flag itself; though they burn incense before the most conspicuous altars of liberty; still they remain under every disguise an ominous danger to our evolving democracy.¹ It is a civic obligation to appraise the work of the public schools; it is a civic disaster when irresponsible, careless, destructive, and unfounded charges are made against them.

So far in our discussion of a democratic classroom we have placed our emphasis on freedom and rights. In the democratic classroom freedom in thought is coupled with responsibility in action. There is a small high school in the Pacific Northwest where every Monday is a free work day and practically no formal classes are held. The students determine for themselves what they should do during the school hours, what they will work at, and which teachers they will consult for guidance and assistance. Everyone saves for these days the many small jobs not completed during the preceding week. There is no disorder. Little time is wasted. In another high school there is organized a "self-reliance group" which provides another example of responsible action coupled with freedom. Any student may apply in writing for admission to this group. The homeroom of this student votes on whether the applicant qualifies. The homeroom teacher and the principal of the school also pass on the application. After these three approvals are given the student becomes a member of the group. He then has full responsibility for managing his own affairs. Class attendance is optional. He may leave the school grounds whenever he thinks he should. The members of this group have shown their ability to direct their own activities in the school and they are therefore entitled to freedom commensurate with this willingness to assume responsibility. The privilege of being a self-reliant student is highly coveted and in several years of operation the plan has developed worthwhile characteristics of citizenship in the children of that high school.

3. Extra-curricular Activities

Few people need to be convinced that extra-curricular activities may be of tremendous importance in achieving educational values. However, the Educational Policies Commission sought examples in which the rich opportunities in extra-curricular activities were really capitalized in full.

We attended meetings of student councils, school clubs, social activities, assemblies, and athletic contests, in order to observe the types of activities which were included, the breadth or narrowness of participation on the part of the student body, the conditions under which student leaders were chosen, the qualities of leadership which they possess, and the character and consistency of the relationship between faculty and student activities. We scanned the files of the student newspaper and of the student annual for promising leads.

We also consulted the young people themselves in order to get a complete picture of how the extra-curricular program was affecting them. Accordingly, in most of the schools we asked permission to confer with three small groups of ten to a dozen students each. The first group was composed of the student leaders, the president of the student body, the captain of the football team, the chairman of the senior dance committee, and so on. The second group we called the forgotten pupils—the type of pupil who goes through school leaving behind him no particular record of defect, misbehavior, or of outstanding achievement, the kind of pupil who attracts no special attention of either a favorable or disciplinary nature. Third, we asked permission to confer with a small group of the worst citizens in the school. We asked each of these groups of pupils whether they thought their school was a democratic institution, and why or why not. We asked them what they thought of the values of extra-curricular activities; what they thought they were learning from such activities, if anything; and what changes they would like to see made in their school in order to increase the value of such activities to them as future adult citizens. The responses of these students were both stimulating and encouraging; the Commission is including some of the best of them in the case-book of successful practices in citizenship education.

The recommendations of the Commission, on the basis of these observations, indicates that there are tremendous possibilities for civic education in these student activities. However, in relatively few schools do these activities actually deliver all the values that they might. Student organizations may be found in the schools of all countries of the world,—those which accept democracy, and those which reject it. Student organizations in themselves do not guarantee good education for American citizens. Like any other part of the educative process such activities must be directed to some purpose.

The Commission feels that the ultimate responsibility of the professional staff for the conduct of student activities in a secondary school cannot be evaded. For example, if candidates for a student office conduct a campaign which reflects the cheap and harmful methods of some adult politicians, that activity should be discouraged and, if serious and necessary, even restrained. There is no more excuse for allowing students to practice bad government in their student organizations than there is to allow them to practice bad grammar in their English class or inaccurate addition in a mathematics class.

This viewpoint, of course, does not by any means exclude the possibility of helping students to learn by making their own mistakes and by suffering the necessary consequences of their errors. But there is a vast difference between deliberate teaching of this kind and the abdication of professional responsibility or the specious plea that student activities are undemocratic if the faculty takes any interest in them.

This recommendation may be elaborated to apply to various special cases. For example, unusual care is necessary in connection with student courts and student discipline. Such activities can easily give practice in undesirable and undemocratic procedures. The enforcement of law and the administration of justice are necessary civic activities which youth should study, if possible, through actual practice. Yet a student court which is more concerned with penalties than with prevention, or which acts in an arbitrary or prejudiced fashion is not providing good education either for the members of the court or for the offenders. If schools are to have student courts and police at all, skilled and watchful adult guidance should be provided in order that such activities may give practice in the highest possible type of attitudes.

Again, high school annuals or yearbooks in many schools are excellent products, from the standpoint of workmanship, organization, appearance, and general beauty. In many instances, however, these annuals stem from faculty opinion and supervision. While large numbers of boys and girls take part in producing the annuals, it is evident that faculty sponsors, in many cases, are more concerned with the rating which their annuals shall receive from certain organizations which classify these annuals, than they are that the boys

and girls on the staff secure a real experience in cooperative democracy. Something of the same spirit is evident in connection with some school newspapers.

A high level of humane and cultural values may be achieved when students render service to one another. In most schools, even very good ones, the possibilities in this area have been barely touched. Students can render splendid service in orienting newcomers to the school. Some aspects of this work can be done far better by students than by the faculty. When students are led to really understand and appreciate the problems of their fellow students and discover that they can do something to help in solving these problems they will have made a real step toward the practical application of democracy in their own lives.

4. School Youth and the Life of the Community

The youth of America are actively participating as part of their school program in various aspects of community living. In our field observations we were alert to the entire range of possible youth activity in the community,—a range which extends from such simple matters as use of the public library or field trips to the city museum, on up through the independent initiation of useful student projects in the community. We were, of course, much more interested in the upper end of the scale than in the lower. We were but mildly interested in community activity for its own sake; what we wanted to do, here as elsewhere in our study, was to see and to describe the degree to which community activity on the part of youth might contribute to intelligent, active, and appreciative loyalty.

In order to understand this part of the school program it was necessary for us to have some information about the community in which the school was located. Time did not permit us to make as careful a study in this field as we would like to. However, we did have general information about the population of the community and its resources. We also took occasion to obtain additional information on the spot from well-informed people.

Every experienced high school teacher or principal knows, as he watches students come and go, that one of the great problems of our schools is the deterioration which often occurs when graduates enter adult life. Why is it, we ask, that many students who are leaders in

student citizenship have so little interest in civic affairs after they graduate? Why is it that the ideals of democracy become so quickly tarnished and forgotten? One explanation for this loss in effectiveness is the extreme insularity of the school. Many schools are pedagogical islands cut off by deep channels of convention from the world which surrounds them. The inhabitants of these islands rarely venture to cross the channel during school hours. To be sure, they read about the surrounding world in books and they return to live on the mainland when school is out, but few schools have built bridges over which two-way traffic may freely pass between school and community. There is no denying, of course, that the school must provide a controlled environment, different from that in the world at large, in order that students may gain the maximum of the necessary learning and growth while they are in the school. There is no justification for a school which is no better than the community which surrounds it or where students do only the things which they would do if they were not in school. But if this control of the environment results in isolation from the real social and economic problems of the community, it defeats its own purpose.

Furthermore, few schools attempt to follow their students after the graduation exercises. If the graduate goes on to college, the responsibility for his further guidance is passed on to the higher institution. If he goes to work or enters the army of the unemployed, he is often left to find his way alone in a puzzling network of economic and political institutions which is only vaguely familiar to him through reading and casual observations. There is a gap between the school and the outside world. Can it be bridged, even better, can it be filled in so that the separation between the school and the community will disappear? Our efforts at civic education in schools profit little if the results are not apparent in the lives of students after they leave the school.

On the basis of the evidence gathered, the Commission believes that schools *can* bridge the gap which isolates their teaching from the life of the communities about them. To be sure, few schools have yet erected broad and permanent highways whereby they are inseparably united to their community, but it must be remembered that this is a new development in American education and that only in recent years has it been understood that effective citizenship requires

continuity between the school and its environing world. To guide those who would develop this idea further, the Commission recommends that in the community activities of youth, the participants should face problems which are vital to them. These problems may directly affect the student's own welfare and that of his family or they may concern him primarily as a member of the community. In either case, these problems should not be artificial exercises. The students must be convinced that what they do will make a difference and an important difference in somebody's life. An effective program of school and community activity requires that the participants be able to do something about the problems they face. To be sure, they may not be able to solve them completely, but they can at least take a first step toward a solution or perform their own part in carrying through an action that requires the cooperation of many people.

The Commission also recommends that school programs of community activity go beyond the immediate problem and seek to define and grapple with deeper issues. This is especially important when the activities consist of help of some sort to the unfortunate. It is splendid that high school students should make collections of food and money to give to those less fortunate than themselves, but the alleviation of this suffering is best accompanied by a study of the causes which bring about poverty, ill health, ignorance, and unemployment. Lacking such study, school charitable activities may become a degrading routine to both givers and recipients.

5. Evaluation of Results

When we asked what the schools were doing in order to check up on the results of their program in citizenship education, our task, at least in the field, was relatively simple. We found that the answer was usually nothing or next to nothing. Most of the schools feel, and no doubt with justification, that many of the standardized tests now available in social studies are tests of information which are of value as such but open to considerable question as reliable indicators of ideals. On the other hand, when one attempts to find suitable tests of civic attitudes, great difficulty is encountered. There is need for the construction and introduction of tests, scales, inventories, and records which schools can use for finding out how well they are doing their work in civic education. The evidence seems clear that some national clearing house or research bureau is needed to consolidate the advances

that have been made in individual schools and to guide the efforts of other schools and teachers in the most fruitful direction.

High standards of individual achievement and the rigorous evaluation of results are by no means repugnant to a democracy. If a student fails to show a growth in civic education and behavior which is proportionate to his ability, disapproval may be expected from the members of any group who are genuinely concerned about his welfare and the welfare of society. Such disapproval should be tempered at all times by understanding guidance on the part of teachers. The purpose of an evaluation should be understood by all who are party to it—students, teachers, parents, and research specialists. Whenever possible and appropriate, those who are evaluated should share in developing the means and the processes of evaluation. This in itself may be an educational experience of great value. As far as possible the evaluation of results in civic education, as in any other field of education, should be thoroughly impartial. All types of valid and reliable objective instruments should be employed whenever they are available. However, we should not depend exclusively on such instruments. Our objectives should not be determined by the availability of tests. When we are confronted with a choice between an objective testing machine which is remotely, if at all, related to the basic purposes of citizenship education, and bold reliance on the best judgment of observers who are thoroughly familiar with the purposes of civic education, we should unhesitatingly choose the latter. We should never fall into the error of the teacher who said, "I admit that it is desirable to teach good citizenship, but I don't see how I can teach it because I do not know how to test it." We should recognize, once and for all, that the standardized testing instruments are servants of the educational process and not its masters.

6. The Course of Study

It was not a function of our investigation to make a detailed survey of the social studies curriculum or to analyze and tabulate the many varieties of course of study material which might in some way contribute to better living for the individual citizen or toward the solution of social problems. We were concerned, however, with discovering what the schools are teaching about democracy itself. We wanted to know, for example, whether civics classes were teaching about the Bill of Rights and if so, what they were teaching. We tried to find

out what direct instruction about democratic ideals, if any, was being given in the schools. We asked whether the schools were studying how well democracy works. We were eager to learn whether the relation of democracy to our modern technological society and its economic dislocations was also within the purview of the interests of the school. A fairly detailed list of such topics in which we were especially interested was prepared and, with the cooperation of the proper school officials or of teachers in the various schools, we attempted to ascertain where, if at all, these topics were dealt with in their course of study, the kinds of materials that were presented to the students, and the degree to which these educational experiences were general or limited to a selected group of pupils. In the pursuit of such material we have gone through many thousand pages of courses of study from the schools involved and our report will include illustrative excerpts from some of the best material of this nature that we have been able to find.

As a result of these observations the Commission is recommending that the course of study in our secondary schools be reorganized to provide the groundwork for an understanding of democracy and its problems by all youth of secondary school age. In particular the Commission believes that such instruction should include at least the following six specific topics:

1. The meaning of democracy
2. The civil liberties
3. The dignity and worth of the individual
4. Political institutions
5. Economic foundations
6. Social welfare

The report of the study gives the reasons for these conclusions and offers many examples of effective teaching units in each of these fields.

America's Town Meeting of the Air recently conducted a contest in which 6000 high school students submitted essays on "What Is Democracy?" That so large a number of students attempted to answer the question and that the winning essays were of high quality are encouraging. But beyond this 6000 there is a vast body of other young people. In order to discover what some of these run-of-the-mine students are thinking, we asked 2000 high school students in

68 different classes in 40 schools, to write brief statements of what democracy means to them. The pupils were selected at random. They were given ample time to write brief answers. Their replies were anonymous so that they might be frank, and papers were collected on the spot to avoid possibility of coaching or consultation.

The classification of responses provides opportunity for thought. Nine out of every 10 students had some reasonably clear ideas about democracy and were able to express them on short notice. Only one reply in ten consisted of quotations of memorized statements, hopelessly confused wording, statements which were too vague for classification or failure to answer. These results are encouraging. They answer the charge that our young people are not devoted to democracy. I am ready to match the civic loyalty and intelligence of the unselected young graduates of our good high schools against any unselected group of adults.

I might try to conclude with an eloquent peroration on democracy, defense, and duty or on preparedness, patriotism, and productivity. But I shall be more eloquent if I let some of these young people speak for me. Here are a few examples of what democracy means to young America.

What does democracy mean to me? This morning, after eating my breakfast, I went out on the porch and picked up our newspaper. I read not what I was told to read, but news given freely with many opinions. I then came to school. I went into a large library without showing any kind of passes or permits. I used one of many excellent books on history. On my way to my homeroom I met and talked to several of my fellow students who may be richer or poorer than I. They may have a different religious belief or may have no religious belief at all. From my homeroom period I went to my history class. There I and the entire class discussed freely our subject of study for the entire period. That's what democracy means to me.

You will notice in that definition how our democratic ideals are brought down to close contact with the everyday life of this student.

Here is another:

Democracy means allowing all persons an equal opportunity for political activity; a share in the government of their country; an equal opportunity to earn a living and to accumulate wealth; an equal opportunity to enjoy good health and recreation. It gives the individual the right to lead his life, to worship his God, in the way that he chooses without asking permission from any man. In return for the privileges that he gets, he shoulders an equal load of responsibilities. He must take an active part in the government, either as a voter or as an elected or appointed officer; he must see to it that what he does in leading his life in his own way does not act so as to do harm to others. In having an equal opportunity himself, he likewise has the responsibility of seeing that others enjoy the same privileges, to protect those privileges and to aid his nation to preserve itself.

Answers such as the foregoing are most encouraging. How many adults could, within 15 minutes or so, write definitions of democracy in any way comparable to those of these junior and senior high school youngsters?

I would like to close with another answer which is not such an excellent definition of democracy, but which contains, I hope, both unconscious humor and a reliable forecast for the future. A student in the Middle West wrote the following in response to our request for a definition of democracy:

"Democracy means *liberty, equality, and eternity*, and I think our country has lived up to all three."

The schools of America have, in the past, done a great deal to achieve the liberty and equality of which this young high school student wrote. What is being done now and what is done in the next year or two in these same schools, will have much to do with determining whether the young man's identification of our democracy with eternity was sound prophecy.

AFTERNOON SESSION

FRIDAY, NOVEMBER 22, 1940

OUR EXPANDING SECONDARY-SCHOOL PROGRAM

PAUL E. ELICKER, *Executive Secretary*

National Association of Secondary-School Principals, Washington

The establishment of our first American secondary school by the small band of colonists in 1635 at a town meeting in Boston was of paramount concern in the future life and welfare of their youth, when they voted "that our brother, Philemon Pormont, shall be in-treated to become scholemaster for the teaching and nourtering of children with us." Although this first school was organized under religious influence and for the preparation of young men for the university, where ministers were trained, the school curriculum was designed to meet the most urgent needs of the youth of that day.

America expanded and prospered, as did this secondary school; however, not without frequent antagonism and criticism of its function and its value to the youth of the land. There emerged in time a newer secondary school, the first high school, the English Classical High School of Boston in 1821, with a de-emphasis of the classics, a new emphasis on English, and provision for a training toward some vocation.

This secondary school was a new kind of school, differing not only by its attempted departure from the traditional type of instruction, which was previously influenced and dominated by the classical pattern of the early Latin schools, but differing in its character and in its scope for shaping the culture of the youth of a growing nation. It was a free public high school, and it enrolled girls as well as boys. It was designed as a free and democratic institution to provide universal education to all youth of the land; an agency of the people to provide an environment in which the youth could find wholesome growth and development of his interests, habits, powers, and ideals so that he could "find his place and use that place to shape both himself and society toward ever nobler ends."¹ It was a lofty ideal for an American institution, as was the way of our forefathers. Naturally, this free public high school did not have full acceptance

¹ U. S. Office of Education, *Bulletin No. 35*. "Cardinal Principles of Secondary Education." 1918. p. 9.

and success. It had strong opposition from many sources and it was, as it is today, severely criticized. Opposition even took the form, in the earlier days of the free secondary school, of court action against public support by taxation for these schools. But the courts had faith in the potential usefulness and design of this free public school for training youth for a changing American culture. Decisions were generally favorable to the schools.

The growth and evolution of our secondary school have been phenomenal and so frequently not understood by a society that engendered this institution for its own ennoblement. The most significant development of this school has come well within the past fifty years. Almost every decade since 1890 has brought a doubling of its population. Now there is more than 70 per cent of all youth, 14-17 years inclusive, in these American schools. In 1910, just a generation ago, there was scarcely 15 per cent of all of our youth in our secondary schools. No other level of education, kindergarten, elementary or higher education, or even the nation's total population itself has shown such a rapid rate of increase in population in so short a period of time. Although this great rate of increase occurred during the last fifty years, it is probably only during the past 15 or 20 years that a newer interpretation of public secondary education has shown us the way toward the approach to a greater social democracy in terms of our philosophy of democracy. The most valid evidence that we have a democratic form of government and that we wish to perpetuate and improve its existence, is our desire to increase the percentage of youth population in our schools. The social and economic implications of this increase and the changing ratio of secondary-school enrollment to the total population must give us a deeper appreciation of the fundamental relationship between this school and our society. Schools that enroll millions of our youth each year, free voters who will soon take their places in society, must have a significant influence on our social order.

However great this influence ought to be some of the same criticisms and objections to a new or revised program of education and training for youth for this new age prevail as they did in an earlier day. These critics say "schools are too costly," "they fail to prepare for life situations," "they do not educate for the discipline of our day," and other criticisms frequently personal and political in character.

There are many who think that progress in the quality of a program of education for all youth has not been as great as it should have been, chiefly because there has not been as wide an appreciation by the lay supporters of education of the population trends with the attendant social and economic factors involved, as there might have been. However, the secondary school has changed even if the compelling force was not through insight of society for its future welfare but it may have been by the very demands of this expanding youth population. Now pupils in these secondary schools are from every level of society and they have every possible expectation for a future place in society. The secondary school has for a long time ceased to be selective and we can no longer serve youth by a single curriculum that formerly sufficed quite effectively. In a way this school with its present population has changed from an aristocratic to a more democratic institution presenting at the same time a challenge for the training of more effective living in a democracy.

Today our American high school is so completely unlike our early secondary school that it is difficult for us to accept it as having any similarity to an earlier school. Conditions growing out of heretofore unparalleled social and economic developments in the past decade have given youth a new and perplexing world in which to live. Exceptionally heavy demands are being made on all institutions of society which were created and which exist for the fostering and preservation of our welfare. Accentuating the growing problem of caring for all youth socially, educationally, spiritually, and vocationally is the increasing awareness of a national emergency for the education of youth and the national defense.

A multitude of issues, local and national in scope, including the unemployment of millions of youth, the inadequacy of financial support of an educational program for youth, the deficiencies in a complete program of health and leisure-time activities, the meager program of guidance and counseling in many of our schools, the limited vocational opportunities in the training of youth, and many others, give us, in stern reality, what is now commonly called "the youth problem."

What can and will our schools do, as well as all social agencies that should have an important part in the attack upon and the ultimate solution of this "youth problem"? In this day of national emergency, is there not an obvious relationship between public welfare and public

education? Must not more widespread and serious attention be given to the effectiveness and adequacy of existing facilities and programs for the total education of youth? Answers to these questions may now be in the making. Secondary schools have always been on the firing line in all critical periods in the making of our national history, and even though regarded by some as submerged under the accumulated deposits of ages of tradition, the schools have never yielded to the inertia of defeatism.

There are many studies on education and numerous surveys of the American Youth Commission, the American Association of School Administrators, the Educational Policies Commission of the National Education Association, the Regent's Inquiry into the Character and Cost of Education in New York State, the American Council on Education, the Progressive Education Association and the National Association of Secondary-School Principals and other associations that have determined the extent and character of provisions that should be made for American youth. It does not seem that there is a lack of vision of what is needed for youth. Neither is there an inadequacy of a planned program nor of available leadership to develop such a program for the total education of youth. Our most urgent need is an acceleration in the rate by which educational institutions are assisted and encouraged to transform themselves into the kinds of educational institutions that are already envisioned by our educational leaders.

This characterization of our present American secondary school would be of little value to school administrators and all who have and will have a part in making provision for an adequate program of education for our youth, if such characterization were confined entirely to a recognition of our present secondary school and the identification of the many forces and factors, that made it the kind of school it is today. A thorough understanding of all of these developments is necessary to plan intelligently the next steps and the future course of action and a brief summary will be given of what is being done and what may be the next steps.

Several years ago the National Association of Secondary-School Principals entered upon a very ambitious and far-reaching program for the study, the redefinition, and the formation of a long range

program for the increasing effectiveness of education for all youth of secondary school age of our day.

An Orientation Committee of leaders in Secondary Education was formed and the major issues vitally affecting secondary education at the present time were identified. There were many recurring issues of conflict, and there always will be, in our thinking on the aims and purposes of secondary education. After extended deliberation by secondary-school men throughout the country for nearly two years, there was general agreement of the issues that faced secondary-school administrators in the formation of an adequate program. This agreement contained ten general and major issues. They have been widely discussed and studied.

Among these issues were these six:

1. Shall secondary education be provided at public expense for all normal individuals or for only a limited number?
2. Shall secondary education be concerned only with the welfare and progress of the individual, or with these only as they promise to contribute to the welfare and progress of society?
3. Shall secondary education provide a common curriculum for all, or differentiated offerings?
4. Shall secondary education be primarily directed toward preparation for advanced studies, or shall it be primarily concerned with the value of its own courses, regardless of a student's future academic career?
5. Shall secondary education present merely organized knowledge, or shall it also assume responsibility for attitudes and ideals?
6. Shall secondary education seek merely the adjustment of students to prevailing social ideals, or shall it seek the reconstruction of society?

Following the statement of these issues and after receiving the considerate deliberations and reactions of these major issues from hundreds of school administrators, the committee issued a second very important report on the Functions of Secondary Education.² These, too, have been widely distributed.

² National Association of Secondary-School Principals, *Bulletin No. 64*. "Functions of Secondary Education." January 1937.

It can now be said that the educational agencies that were frequently accused of having gone, complacently, into a state of educational and social inertia, have some guiding and stimulating principles for the establishment of a modern and practical philosophy of education. School men soon became engaged in a tremendous educational enterprise and an educational reawakening took place. School men examined the programs of their own schools that may have become fixed and static even though new demands were being made by the youth the school was serving.

Discussion groups were organized in all states for a discussion of school programs. School men were introducing new practices in secondary education and they sought eagerly the results of educational experimentation in other communities.

Then came an Implementation Commission of the National Association of Secondary-School Principals, which is now at work finding ways of proceeding from statements of theory and philosophy to programs of action in our schools. The plan of revision and adaptation of the program of secondary education is becoming national in scope and thousands of educators have been fixing their attention upon this evolving educational program for our youth of this age.

The National Association of Secondary-School Principals has been conducting some research studies in secondary education with the aid of grants from the General Education Board, and reports of the findings are being publicized and made available to school administrators.

Last year a report of progress was received from hundreds of secondary-school administrators from all types of schools, small and large, rural and urban, public and private and from all states, Hawaii and the Philippines. These reports have been evaluated and classified and are in published form entitled "Promising Practices in Secondary Education." It is a national compendium of present-day secondary-school practices that indicates a wide consideration for improvement and enrichment of the program of secondary education.

In a study of these several thousands of reports some conclusions are discernible on the critical thinking of our secondary-school program.

1. A strong and manifested interest of teachers and administrators in the derivation of an acceptable philosophy of education that is applicable to our present educational needs for all youth.

2. A study, revision, and adaptation of a curriculum for the non-college students and the youth in our schools that are sometimes called the "educationally neglected."

A special bulletin No. 85, November 1939, "That All May Learn," has been issued by the Implementation Commission to aid school administrators in developing new programs for these youth.

3. A greater attention to occupational adjustment of youth or the induction of youth into citizenship and adulthood through education and work experiences in the school.

This is an extension of the guidance services that has become quite general in our secondary-school administration and a recognition of the greater need for preparing the individual for a purposeful and profitable place in society.

4. Schools are democratizing themselves and the Curriculum is becoming more socially useful to youth in our American way of life.

There is a great democratizing process going on in our schools. Students participate in the operation of the school and a deeper sense of obligation and responsibility is being instilled in secondary-school students. The trend is definitely toward a cooperative relationship in and responsibility for the daily work of the school.

Courses in Human Relations, Social Living and Consumer Education and similar courses are more widely available to our youth. In addition the extra-curricular program is being enlarged to include and to engage more of the interests of students. These activities include the musical, the literary, the creative, the athletic and the leisure-time interests of students.

5. An extension of educational opportunities to more groups through adult education programs, junior colleges, the N. Y. A. and the C. C. C. and other agencies.

There is more and more evidence that in this expanding secondary school, those in positions of responsibility for the program are developing a clearer appreciation of the challenge that confronts them; they have a better understanding of the needs of our youth. They face many difficulties and they cannot look to any other country for

guidance because the development and evolution of our American system of education is without parallel in any other country.

As a people we have set our path toward a cultural democracy. The schools are our symbols of faith that we will meet our problems of human living in our way. Our schools may be our battlefields for democracy and our weapons will be a social understanding, a will to progress, an intelligence of our needs, and a morality that will be unyielding to expediency.

DEMOCRACY—USE IT OR LOSE IT

ELDON W. MASON, Assistant Principal,
Marshall High School, Minneapolis, Minnesota

Ladies and Gentlemen:

Some years ago a Minneapolis paper carried a story and pictures of a disciple of an Eastern sect, part of whose articles of faith required self-torture. The right hand of the devotee was pictured placed between his shoulder blades. It had been held thus for so long a period that atrophy had set in. Its normal functions had been lost through disuse.

To a disturbing degree atrophy, misdirection, and frustration have settled upon America today. We find ourselves engaged in a death struggle with alien ideas and practices without all of the members of the body of America functioning normally. My assumption is that I have not been invited half-way across the continent to emit a succession of platitudes. Nor is it in the spirit of a congenital crank that I raise certain questions relative to the performance of the secondary school in American life today.

With a broad sweep of the brush we have stroked into our picture of America the gross features. After one hundred and fifty years we are now, we *must* now, be ready to fill in the details and add the crucially important refinements. Without these, the outline in broad strokes has no meaning. It is at this point in the process of picture making that a critical problem develops. Who shall wield the brush? Not too gently the dictators elbow aside those who would participate. The sole function of their satellites is to stand at some distance and admire—and, of course, pay for the materials and do the clean-up work. But is it not true that the old masters drew in the gross features of many of their paintings and left to competent aids whom they had trained the task of filling in the details? And were those not important details? In truth, many of those masterpieces might, with a bit of license, be referred to as masterspieces. At best, doesn't the genius of democracy, any democracy, lie at this very point—breadth of effective participation? And how successful is our leadership in preparing apprentices in wielding the brush? The modern art teacher is associated with her students in an experience involving creation, perception, and appreciation; in an experience involving doing, knowing, and evaluating (not one, but all three of these things).

Walking through Hyde Park with an English friend one beautiful May evening in 1932, he turned and said, "You know, every tree here has a Christian name." Louie, our scullery maid from down Limehouse way, had the walls of her domain—and if you know scullery maids in England you will know exactly what I mean by domain—almost literally covered with pictures of Princesses Elizabeth and Margaret Rose. A thousand London school children went down to the Mediterranean Sea for a geography lesson. Again, a master said, "The children are not here today. They are visiting seaside towns. History, you know." Places and people mean a great deal to the British.

Thoreau once said, "They told me when I was in school I had studied geography. Why, if I had taken one turn down the river I should have known more about it."

For the past eight years at Marshall High School, Minneapolis, we have been engaged in a program of doing, knowing, and evaluating. We do not boast of our results. Indeed, we are a bit chagrined in the face of our delay in launching such a program. A world "aching with vividness" lay at hand, and we were so long unconscious of it. We had, without sensing it, modest images of Washington, Lincoln, Jane Addams, the Wright brothers, Edison, Whitman, Stephen Foster, and others. We had our Boss Tweeds, our Crokers, our Pendergasts, and Mayor Kellys. We had our poverty, our relief, our broken homes, our loss of self respect, our fear of tomorrow. We had, too, our beautiful legends woven about "Old Man River," our family histories, our evidence of man's generosity toward man, and our consciousness that the driving winds of adversity would pass. All these, and more, we had.

Those of us who have been privileged to share in leadership have asked ourselves one question: "What is the good life for these young people?" Surely it is not just to "earn a little, spend a little, and save a little." Not the mere gratification of creature comforts. More than that. It must include the quickening of a sense of the "significance of place," as John Gaus calls it, the realization of individual identity, the preparation of oneself for a job one genuinely desires to take on, the lending of oneself to good causes in the community, the partial loss of one's identity in a group purpose, the challenge to political and economic practices which are anti-social, and the ap-

preciation of the beauty and place of things animate and inanimate. It is tragic for any generation of people "to die without ever having lived." It would be doubly so for this generation of secondary-school students.

In his "Public Opinion," Walter Lippmann discusses "the world outside and the pictures in our heads." A portion of our task as advisers lay at the point of helping these young people break down certain of their stereotyped ideas and to aid them in forming more or less accurate impressions of what was happening in the world outside. Indeed, we made, and make, it our purpose to fuse the two worlds, so far as possible equipping the group member for a running start into adult life. Involved in this purpose is no thought that we shall be content with what is called sight-seeing, viewing life from the top of a bus.

Membership in our community study program is open to any eleventh or twelfth grader who meets reasonable requirements. Among these requirements are: achieving that measure of results in classwork which his or her native ability suggests, being a satisfactory member of the community both in and outside of the school, assuming responsibility for the raising of funds necessary for the annual spring vacation trip to some other community for comparative study, doing a respectable amount of reading in connection with his interests, and attending regularly interviews and meetings. There is no requirement as to scholarship. Our sole yardstick of performance is based on the innate ability of the individual member. Anything less than his best is not accepted.

This is not a course. It is an extra-curricular activity involving no credit. Because it crosses the lines of so many different school subjects, it is difficult to place it in the school curricula. It could easily be argued that it should be set up as a credit course. That will only result when we are permitted greater flexibility with respect to entrance requirements to colleges and universities.

Each member in the group selects some phase of the life of Minneapolis in which he or she has paramount interest. His choice is usually made on the basis of what he feels to be his eventual occupation, although there have been those who have pursued an interest in terms of an avocation or hobby. Once the decision relative to interests

is made, the interest committees are set up. We have two separate and distinct community study groups for the purpose of pursuing interests, one made up of eleventh graders and one of twelfth graders. On any single interest committee will be found both juniors and seniors with a twelfth grader acting as chairman of the committee. These committees represent the heart of our entire program. We liken our responsibilities as committees to the painting of a picture. If the artist leaves out essential features of what he is painting, those who later view the work lose the full import. So, also, if certain of our committees fail to do their jobs adequately, not only the members of those committees suffer but the entire membership of the two groups. What we suggest to these committees is that they have a dual responsibility. First, they must pursue with enthusiasm the task of acquiring all of the information possible for the members of their committees. We recognize that boys who are interested in radio engineering, for example, will go into areas of that field which do not interest the average person, but if those boys are to acquire the measure of information about that field that they should have for their own personal advantage, they must be diligent in this search. The second committee responsibility is found at the point of each committee sharing with the entire group the highlight aspects of its own field. We have put it this way: "What should the intelligent citizen of Minneapolis know about his community socially, culturally, economically, and historically?" Reminding these committees of the limitations of time and energy which confront all of us, their job here is to fill in the outline of the life of our community. Using radio as an illustration, every member of the community should know something about sustaining and sponsored programs, the integrity of radio advertising, the non-technical significance of international broadcasts, the veracity of domestic and international news treatment, the functions of the Federal Communications Commission, and the admittedly good programs available as distinguished from the soap operas and trivia which flood the air lanes. As an instance of what one committee can do, our Committee on Radio is just now completing an analysis of radio programs in cooperation with several of our teachers and a good many of the parents in our community. The whole point back of this study is to enable the committee to steer the attention of our group to the worthwhile programs, and to get in a bit of education at the point of

selection of programs. The committee will help us sense the error in exposing ourselves to a background accompaniment of radio programs which have little or no merit. This is the spirit of group responsibility which we attempt to infuse into the activities of every committee. Each committee member is equipped with a notebook in which he keeps notes on readings he has done, reports of readings done by others in the committee, reports made to the entire group, together with notes on interviews his own committee has with leaders in the life of Minneapolis.

Several months are spent doing what might be called background reading and holding discussions within the committees. After the members have acquired some familiarity with their fields of interest, we then concern ourselves with interviewing the leaders in various fields in Minneapolis. I am extremely anxious to make the point that this activity is not merely sightseeing. That is, our newspaper committee does not go to a newspaper office to watch the presses run, to inquire as to where the editor sits, to discover how long it takes to get out a special edition, or to be told how much ink and paper is used weekly by a metropolitan daily. We are after far more than these things. That committee wants to know whether editorial writers believe everything they write (parenthetically, we found out that the answer to that question is "No"), something of the influence of advertising in the formation of editorial policy, information bearing on the point of the value of training received in a school of journalism as compared with values received in plunging right into the newspaper field from high school, and a breakdown of the anatomy of a newspaper office so that the committee members will have some appreciation of the significance of the component parts. We look upon it as a heinous offense for a committee to set up and go through with an interview without having sent on ahead questions about which the interview might turn. Well in advance of the interview itself the committee members, together with the faculty adviser of the committee, discuss the interview coming up. Who is the person whom we are to interview? What is his particular range of responsibilities in his position? What questions within our field can he help us answer? These questions are then formed, neatly typed, and accompanied by a letter from a member of the committee, sent to the person to be interviewed. This method has such obvious values that

I shall not enlarge upon them here. I should, however, like to tell one story to make the point clear. Some years ago, Mr. Ian Keith, a motion picture actor and a man who has been on the legitimate stage, appeared in Minneapolis in a play. Knowing he was coming, our Theater Committee wrote him and asked if the committee might talk with him when he arrived in Minneapolis. They gave him in a general way some idea of what they would like to talk with him about. He wrote a favorable reply. The committee drafted its questions more specifically. After the production of the play the committee went backstage for its interview with Mr. Keith. It happened that students from some of the other high schools were also interested in asking questions of Mr. Keith. What follows is not said in any spirit of disparagement of the students from these other high schools, but the fact is that there was a striking measure of difference between the form and spirit of the questions presented by our committee and those submitted by these other students. Because they had had no particular guidance or opportunity to think through their questions, the students from these other schools wanted to know the answers to such questions as: "Is Garbo's seclusion just a pose?" "Does William Powell really wear a wig?" "Who is better looking, Norma Shearer or Joan Crawford?" Among the questions which our group asked Mr. Keith were: "Do you find greater stimulation in appearing before a visible audience than acting before a camera?" "What program of training do you recommend for young people interested in the theater or in motion pictures?" "Would it be better for those who have ability to go to a theatrical center such as New York and devote themselves exclusively to preparation for the stage even though they may half starve in the process, or would it be better to look upon one's preparation for the stage as an avocation, at least temporarily?" "What do you feel lies ahead for the American theater?"

This is not to say that we have any objection to sightseeing, but if young people are to mature in their understanding of the world in which they move, they must be exposed to something more than the superficial.

When a committee has an interview, all members, without distracting the attention of the person being interviewed, take notes. In addition, one member of the committee is assigned the responsibility of taking notes with the purpose in mind of having them typed and

placed in the master file which contains the total accumulations of the groups of this and past years of study. We attempt to impress on each committee the fact that it must assimilate the findings of committees of past years, and that it should also make a distinct contribution to the sum total of information available. For example, this year the Newspaper Committee is giving particular attention to the organization of a newspaper staff for the handling of international news.

In the senior year, after the committees are under way, thought is given to the matter of selecting a community to which the group would like to go during the spring vacation. What we are trying to do is to get a cross section picture of the Midwest including rural areas and towns and cities ranging from populations of one hundred to millions. Our purpose here is to enable the members to gain some idea of the significance of these areas. There have been those who have questioned our going on a trip of this type, saying that after all we have in Minneapolis most of the aspects of life in any town or city. Selecting one illustration out of many that are available to disprove this contention, I should like to mention an experience which our Committee on Government had three years ago. On paper the governmental structures of Minneapolis and Milwaukee are virtually identical. Unfortunately for Minneapolis the similarity ends there. The committee found sharp differences in the performance of public officials and private citizens in the two cities. We are confident that it was a most revealing experience for our Committee on Government and later to all of the group to discover proof positive that it is not the form of a city government which determines its measure of success, but rather the spirit which pervades the situation. Just as you people have come here for a meeting of the minds which may afford you an opportunity for appraising many of your educational practices, so the spring trip taken by these students affords them an opportunity to check the life of their own community against that of another. Results lie in both directions. That is, at some points our groups are very proud of the accomplishments of Minneapolis, while at others they are ashamed. Nebraska has advertised itself as the "White Spot of America" in terms of freedom from taxation. Our group which studied Omaha last spring discovered that the standards of living permitted by the relief allowance on the part of the city of Omaha

were disgraceful, if not out and out unchristian. I need not argue further that it does an infinite amount of good to move into other areas for comparative purposes.

Upon the return of the group from its spring trip a report is made and brought together in bound form. In this report appear such items as: accounts of interviews held, summaries of materials read dealing with various aspects of the community visited, correspondence, snapshots, student estimates of the experience, and opinions of the faculty members associated with the group. We have now some twelve volumes covering the life of various types of communities in the Midwest area.

When the group returns from such a trip, the various committees report to the whole group, comparing their findings in the city visited with those of Minneapolis. The group reports to the whole school. Members are often called upon by various teachers to bring material to classes.

With respect to the program of finance for the spring trip, there are certain features which may interest you. Each member of the group is asked to make a confidential pledge toward the trip. We have had students from the group who could not afford, indeed were not permitted, to make a pledge. Their home circumstances were such that any money they might earn on odd jobs was needed in the home. I recall one boy who had to borrow a coat and vest to go on a trip to Chicago one spring. Incidentally, we have a heavy representation of relief families in our school. We strongly urge each member to think soberly about what he should pledge. Each member is also told that this pledge money, so far as it is at all possible, should be earned by him and should not, under any circumstances, be solicited from parents. As you may suppose, this has challenged the initiative and imagination of members of the group. The difference in the total amount pledged by the members and the total amount required for the spring trip is raised through collective activities. Taking this year's finance program as an illustration, a committee of boys has been operating a parking lot near the University of Minnesota stadium. This will net the group about \$100. Under the direction of a Magazine Committee subscriptions are taken throughout the year. Christmas cards and automobile licenses are sold. The only direct appeal made to the student body is for support of a vaudeville program

held during the winter. This suggests an important fact. Only about eight per cent of our annual income is derived from student support of our finance program.

You may readily imagine that in all of this finance program there are innumerable opportunities for the assumption of responsibility by members of the group. On the spring trip the student treasurer pays all the bills. The money is carried in the form of traveler's checks so that the treasurer does not have concern at that point. Records of bills paid are scrupulously kept.

If these young people are going to operate more effectively in an adult world which they will some day enter, opportunities must be made for them to get their hands in now at every possible point. While we are not yet satisfied with our program here, we are making progress in the direction of giving these young people exercise in adult performance. To cite a few instances: girls who are members of our Social Work Committee have spent a good deal of time working with children in settlement houses. This work is done under the supervision of professional workers. These girls have also gone to summer camps for under-privileged children. Boys interested in aviation have been permitted the freedom of the hangars at the airport where, under the supervision of skilled mechanics, they have been permitted to dismantle planes enabling them to have a look at the intricacies of plane construction. Those interested in newspaper work have been given the freedom of newspaper offices so that they might spend not one day but several days in a position approximating apprenticeship. We seize as many opportunities as possible for expression of civic alertness. The community study group, in association with other students in our school, has just completed a Get-Out-The-Vote Campaign launched by a civic organization in Minneapolis. The group has done some house-to-house work on charter amendments on two different occasions. There were some very tangible results.

In the belief that one cannot play a game or operate a machine merely by reading literature about games or machines, we have become more and more convinced that many more such situations must be found for high school students.

Out of this program of study, interviewing, and division of responsibility there is developed a splendid opportunity for group

living, for working with others to a common end. The discouragements and the joys experienced by those of us in the adult world are very much a part of this adolescent experience. The students who have been exposed to this program in large part have developed a pride in their own community. They have also developed a measure of awareness of some of the darker chapters. For eight years I have failed to forget a question thrown at the group at one of their report meetings. The question was "Why must such things be?" Man has been asking that question for several thousand years, but there was a poignancy and a pathos about the question which I shall never forget. It is still a good question.

Convinced as we are that this type of activity possesses considerable value for students, we are interested in urging other school groups to take it on. While progress has been slow at this point, yet there are several schools in the Minnesota-Wisconsin area that have begun the development of the program in their communities. There are exciting possibilities in this direction. In the eight years in which we have been studying Minneapolis, we have naturally accumulated a good deal of information about our city. If high school groups were to visit Minneapolis, we could make available to them our library. We could assist them, too, in getting to the people in the community who have worthwhile contributions to make. If there were study groups in other communities, long before our group ever set foot in those communities, perhaps such groups would lend us material which they themselves had developed locally.

Our senior group of this year tried out a little experiment last June. The Superintendent of Schools at Sacred Heart, Minnesota, a town of about six hundred people, wrote in inquiring of our interest in a bit of reciprocity. Seven boys and girls from that little town and the farm community surrounding it spent a week in the homes of seven of our student group. Their week's visit in Minneapolis was devoted to sensing something of the spirit of the community, observing the social pattern, and talking with leaders in various areas in the life of Minneapolis. Following this visit the seven members of our group who had been hosts and hostesses went out to this small community. Six of our group lived on farms for a week; the seventh lived with a girl whose father ran a general store. It goes without saying that both our group and the group from the small community through this

experience developed a sense of interdependence which had been almost totally lacking before. This first exchange of visits was set up on an experimental basis. The results were so satisfactory that both the people out in the country and ourselves are planning to enlarge upon this type of activity.

We have just set up in Minneapolis an adult committee of leaders in almost every area in the life of Minneapolis. These people will make themselves available to high school students interested in talking with them about their responsibilities. This committee will also be available to assist groups of students from other communities who may visit Minneapolis for study purposes.

The outcomes of this program fall into two categories, the tangible and the intangible. It would represent brazen deceit for me to claim that all of the members of our student groups, past and present, are champing at the bit to get out and grapple with adult problems. Time alone will test the measure of their enthusiasm and sound preparation. But new as this program is, we can safely point to certain definite outcomes.

The participating members feel that they derive the greatest value from talking man to man with leaders in their areas of interest. We should admit that in an average life experience few of us come to know very many really stimulating people. Few, that is, who fire us to outdo ourselves. Young people are given to hero worship and adulation. Yet it is much more than an opportunity to flaunt one's acquaintance with a Colonel Frank Knox, a Charles Kettering, a Jane Addams, or a Philip La Follette. It is interesting to note that the more important the person the more generous he is with his time and attention. Many of them solicit the opinions of their youthful visitors. Many have used the word "amazed" in describing the use of the vocabulary of the field by the students. One result has been to develop a measure of self-confidence in the latter. To have Colonel Knox ask you for an opinion on newspaper advertising or Philip La Follette ask you a question about regionalism does something to you. Particularly so if your replies seem to make sense to these men. Numberless parents have remarked about the development of poise and confidence in their children. Life being pretty much a matter of meeting and getting on with people, this point need be labored no further. One of our girl graduates summed it all up when she said,

"I have the Midwest Studies group to thank for a fine talk I had today with Miss Brown about a job. I had talked with her before during interest committee interviews. She treated me like an old friend. I could talk right up to her."

Second, we have what we call a weekly inventory sheet on which each member indicates such items as motion pictures seen, radio programs heard, non-required reading done, retiring hours, home, school and community service rendered, money saved, and exercise. Several committees recommend items to the attention of the group. Student-faculty-parent estimates of motion pictures and radio programs are submitted. Some very encouraging results follow. Selection and discrimination enter in.

Third, at intervals the parents of the group members meet with the faculty advisers, or students, or both. This has led to a splendid relationship. The parents know that the teachers are not compelled to devote their time and energy to their sons and daughters. They are highly appreciative. They help check their children and see that they get all they can out of the experience. They hear reports from the interest committees. Often they make valuable suggestions as to materials and available speakers.

Four, there have been repeated instances where members and past members in visiting other communities have probed into practices and situations there because of the interest developed at home.

Five, an encouraging number of our graduates who were in this program have performed voluntary community services such as heading public forum discussions, working in a settlement house after university class hours or hours of employment, and doing boys work in a slum area. If our program is to have the measure of success we hope for, there must be ever-increasing evidence of community service.

Six, as intimated above, many former members find work much more readily because they have come to know the leaders in fields having employment possibilities. These young people were able to get one foot in the door. Employers know something about them.

Seven, each member develops a program of saving for himself to represent his personal contribution to the expenses of the spring trip. This affords a life lesson of saving for a good purpose.

Eight, there can be no doubt that there exists a great measure of breakdown of the too stilted relationship between teacher and student.

Driving a truck during a paper sale has taught me far more about the boys in our group than any amount of association in a typical classroom setting. This seems to be an experience in which inhibitions and artificial restraints are removed in the interest of developing a natural relationship between advisers and students. We are not teachers and students. We are associates on a plane of equality.

Nine, there comes a broadening in the area of social expression. Writing letters, travelling on buses and trains, living in hotels, sending telegrams, eating in restaurants—these and countless other opportunities present themselves.

As for the intangibles, it must suffice now to say that there are intimations that the program facilitates self-realization, urges upon members, past and present, the merit of suspended judgment followed by decisive action when the bulk of the evidence is in, and establishes for them a personal and significant identity in society. Having once put their hand to the plow, that is, having accepted the purposes and the spirit of the activity, they are constantly reminded that they must not look back. They must be content no longer with a personal performance which reflects anything less than their best effort.

With respect to teacher leadership, much has been said and written about the American secondary school which pre-supposes the existence of a teaching corps, the greater portion of which is on fire with a zeal in the direction of meeting student needs and interests. I hold this assumption to be measurably false. An English schoolmaster once told me that teachers in England felt they did their best educational job after school was out. To thousands of our colleagues this represents rank heresy. Now I believe fervently in the purposes of trade unionism, but if ours is indeed a profession I, for one, cannot subscribe to the insertion into our professional philosophy of that trade union concept which demands a precise limitation of the working day in terms of time expended on the job. Our profession needs to capture the on-call spirit of other professions. Some will argue that many of the members of other professions are on call at a price. This I am willing to concede. At this point I am plunging into deep and dark waters. Is it not true, thank God, that in every period of crisis in man's history there have been those who have flung themselves recklessly against the force of the convulsions of the period? The other day I read a letter from an Englishwoman who is a member of the

British Home Guards, a truly magnificent group. Not boastfully she reported her round of duties—succoring the homeless and distraught by day, attending the needs of the tenants of the subways by night, and knitting woolen garments for the men on her husband's boat as time will permit. A month ago in Minneapolis Vincent Sheean reported that this body of women had solicited, or been given, no governmental subsidy.

Victor Hugo said, "There is nothing in life so powerful as an idea whose time has come." Max Lerner has sounded the note in the title of his book, "It Is Later Than You Think." It would seem to be time to pull out all of the stops and produce in America a crescendo of thought and action such as we have not seen before—thought that is as unemotional as we can make it, and action that is unrelentingly vigorous.

There is no place now, if ever, for the snivelling protest that we are not appreciated in the community. If this is true, in large measure it may be our own fault. We have not convinced our clients, past and present, of the merit of our services. Mr. Chips, as a prototype, has not appealed to enough of us. We must bid goodbye to posturing and set our faces resolutely in the direction of the main job of getting youth ready to confront a new order of things. Of one thing we may be certain. It will take more than a textbook and a workbook. Those educational instruments must not be neglected as guides, but understanding will come to youth through us only as we enable it to lay a well instructed hand on the pulse of life. Somehow we must bridge the chasm between adolescence and adulthood. What I have said of our program represents one modest approach to this end.

Some years ago the pastor of my church sat in with a group of men to discuss church problems. Several of the men smoked. When he returned home his five year old daughter commented, "Daddy, you smell just like a man!" If "the blind cannot lead the blind" neither can the teacher who does not participate in the affairs of the community instruct youth intelligently as to the mechanics of society. We need have no fear of becoming a fourth gender if more of us will expose ourselves to community interests. I have faith to believe that once we have established ourselves through community performance our position will take on new dignity and importance.

In one sense parenthood is merely the extension of parental influence into the future. The teacher has been called the school parent. You have seen parents at parades holding their children on their shoulders to provide them a better view, and sometimes at the cost of the parents' own view. The next few generations of American teachers may, if they will, be called upon to sacrifice a greater measure of comfort and a greater measure of isolation from the confusion of the market place to the end that their school children may have a better view of life both as participants and interpreters. Without the home front in England the military front would collapse. Without a well manned, well equipped school front supplementing the adult front in America, the future is lost to chaos. No, we must do our jobs with no thought for rewards. The future will take care of those. We must be in at the birth of a new species of social beings. For the moment, and it may be a long moment to some, we must forget fees and gratitudes, time and fatigue. If we cannot, or if we will not, bow to the necessities of the present crisis we have defaulted our obligations. There are bullies loose in the world extinguishing the lamps of liberty. A month ago I heard Pierre Van Paassen say, "We'll have to love democracy more than they over there (meaning the dictators) hate it." If the "wave of the future" is not to carry us under we must equip our children to use democracy expertly—or they will lose it.

EDUCATION AND OUR NATIONAL DEFENSE

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Twenty-two years ago this Thanksgiving the world was deeply grateful, for peace had come at last—the end of the war to end all war. In a little shell-torn village south of Metz we were already eager to return home, and, after months of uncertainty, the thoughts of all of us began again to turn to the certain future in a world at peace. Today incendiary bombs and ripping shells crash again not on battle lines alone but on cities and hamlets far removed from the rattle of infantry and machine guns in close combat. Today the game of war takes on new proportions as it is played by secret agents, fifth columnists, and diplomats.

Never since 1917 has this organization met at a time of greater challenge to American education, never has there been such uncertainty as to the best course to follow, and never have the decisions been so vital to the security and welfare of all of the American people.

In many ways, the present situation is more difficult than in 1917. Then there was but one objective—to win the war. Decisions were made with this one end in view, and even though later developments proved a given action to be a grievous blunder, the stringency of the emergency exonerated the individual or the institution from blame or fault.

Today there is not even a clearly defined objective. We are still, technically at least, at peace—and pray God we may so remain! Yet in this very fact the problem of education becomes all the more difficult. While preparing in all haste for the threat of possible war, we must not lose sight of the long-range objective of continued or eventual peace. While planning activities of vital significance in the present defense program, we must not curtail the basic educational processes so essential to the future national welfare. While giving all possible aid to the speeding up of military defense, we must also retain all essential facilities for industrial and economic defense. Finally, while freely offering the resources of our great educational institutions to the service of the military and industrial program, we must continue to keep alive in these same institutions the zest for learning and the appreciation of political, social, and cultural values which are the

foundations upon which a new superstructure will be constructed when the present halocaust is over.

In a period of such great uncertainty and confused and seemingly contradictory objectives there are no blueprints to guide us. Few of the lessons of the last war have value in the present period of total war and total defense. Calm judgment and a reasoned appreciation of both the immediate and long-range values involved is essential if education is to render its greatest service to the total welfare of our youth and of the nation.

It is not my purpose to suggest the course of action that should be followed in each of the institutions represented here. I could not even if I so desired, for the program will vary as it should in the light of many local factors: educational level, personnel, physical equipment, and proximity to army camps, to name only a few of the many variables. All that I can hope to do is to pass on to you some of the rich experiences that have been mine during the past year in Washington and in close contact with organized education on the one hand, and on the other, with governmental defense agencies including the general staff of the Army and Navy.

Two basic principles have emerged during this past year: first, education earnestly and sincerely desires to serve the national defense to the fullest extent, and second, the agencies of national defense, including the military, are with equal earnestness and with equal sincerity seeking to develop their programs with the least possible disturbance of basic economic, social, and cultural institutions.

These two principles are not contradictory, but complementary, and their emergence are the most hopeful aspects of the present confused situation. Nor did they evolve over-night. They are the result of careful planning and constant contacts between organized education and the defense agencies.

The activities of the American Council on Education and of other educational organizations in the development of these principles is a matter of record and need not be reviewed here.¹ Rather, it is

¹ *Education and the National Defense*. American Council on Education.
Higher Education and National Defense. Bulletins. American Council on Education.

"Libraries and the National Defense Program," *American Library Association Bulletin*, September 1940, pp. 429-34.

"The Libraries Job in the National Emergency," *American Library Association Bulletin*, October 1940, pp. 607-17.

National Defense News Letter. National Education Association.

George F. Zook. "Coordinating Education for the National Defense," *The School Executive*, November 1940, pp. 9-11.

more important that we understand their implications in specific areas of national defense: selective service, the armed forces, industrial needs, and moral and spiritual defense.

The Selective Service Act of 1940 provides for the deferment of the year of military service for all college students who request such deferment to July 1, 1941, provided such student is substantially in full-time attendance prior to January 1, 1941. This section of the Act provides a period for calm judgment in which to determine what further action, if any, is desirable. The bill also provides that any individual engaged in an occupation or activity in other endeavors essential to the national health, safety, or interest shall have his year of training deferred. In the interpretation of these very general provisions the Selective Service Regulations include in the causes for which occupational deferment may be granted the phrase "or training or preparation therefor." Thus the legal basis for occupational deferment is established both within the law itself and by the official interpretation of the Act.

It must be remembered, however, that the specific application of the law rests wholly upon the judgment of more than 6200 local draft boards. While the Selective Service Headquarters rightly will not make a specific statement regarding the desirability of deferment for any individual group—such as medical students—for fear of class regulation, a letter has recently been sent by them to state directors for transmittal to local boards calling their attention to the need of considering occupational classification of students at the time the individual student is called up for classification. This throws an immediate and serious responsibility upon both the student and the institution in which he is enrolled. An advisory service should be immediately established in every college and university to which the student may go to determine advisability of requesting postponement of service to July 1, 1941, or of seeking occupational deferment for the completion of his college work. The college should assist the individual in filling out his Selective Service Questionnaire which provides space for him to describe his education including the occupation for which he is preparing. If occupational deferment seems wise, the college or university official should procure Form 42 from the local board or state selective service headquarters and give full details of the student's activities which would warrant occupational deferment,

attaching thereto such supporting transcripts and other data as seem pertinent. In some instances the initiative for requesting such deferment may well be taken by the college or university. No matter of patriotism, of convenience, or even of the desirability of keeping the backfield intact for next year's gridiron season should—or will—affect such decision. Only one question is paramount: Will this student best serve the national defense by continuing his college career?

The question of possible amendments to the existing Selective Service Act is a more difficult one to answer. Here there is no agreement among educators themselves who vary in their opinions from those who would continue the present blanket deferment of college students until each completes his degree, to those who, with equal sincerity, believe no legislation should be enacted which will give any special consideration to students. The matter is further complicated by the fact that no data are as yet available regarding the decisions of local boards on student deferment.

One bill already introduced into Congress calls for the blanket deferment of all medical and dental students. Another proposed bill will provide for the blanket deferment of all students until they have completed their degree requirements. Such blanket deferment is, I believe, unwise, for any departure from the principle of individual selection for service or deferment will bring pressure from many groups—skilled labor, public accountants, firemen—whose claim for group deferment is, from their point of view, more valid than that for the student. Certainly the college cannot be a haven even for the small per cent of young people who might seek to evade the service to their country. Even more important is the interpretation of such action as class legislation which in the long run will be seriously detrimental to the best interests of higher education. On the other hand, it is vital in the best interests of national defense to assure a continuous supply of trained men, to maintain research at a high level, and to preserve the cultural values of American life.

To achieve these objectives and at the same time avoid the danger of class legislation, the Subcommittee on Military Affairs of the National Committee on Education and Defense at its last meeting disapproved legislation for the extension of the blanket deferment clause for college students, recommended to Selective Service Headquarters the immediate preparation of a list of preferential occupations for the

guidance of local draft boards in determining occupational deferment of college students and those already in such occupations, and initiated a national survey of the decisions of local boards on occupational deferment of college students. Only as facts are available on the degree to which the provisions of the Act and of the regulations are translated into practice can wise action be initiated regarding legislation.

The second area of cooperation between education and defense agencies is that of assistance to the military arms and services. No one can predict future needs, but, at the moment several statements can be made. The Army does not contemplate revival of the Student Army Training Corps of the last war in any form. With the exception of the slight extension in naval units, now complete, there will be neither extension nor reduction of the Reserve Officers Training Corps. The present number of men commissioned annually through R.O.T.C.—approximately 9,000 last June—is all that can be absorbed and at the same time allow for selection of draftees for the newly created officer training units. The Army believes that, in the interests of having democracy function within its own organization, the utilization of only college graduates for officers would be unwise. An Army officer said to me only last week, "We could raise the entire Army of 800,000 by volunteers if we could make them all officers."

One other comment should be made regarding reserve officers who are members of school and college faculties. While many of these men are essential for specific service to the armed forces, those very individuals may be equally essential to the educational institution in which they are employed. The principles stated earlier have specific application here. There is no disposition on the part of the military to cripple essential educational activities. On the other hand, schools and colleges are willing to make needed and possible sacrifices. The reserve officer and the school or university administrator should carefully weigh the needs of the military and of the institution and decide whether or not to request the deferment of active duty of the individual. The responsible educational officer should address a letter to the military area or corps area commander stating the reasons for requesting deferment, if such is wise, and the length of time for which such deferment is desirable. That this procedure has the approval of the Secretary of War is evidenced by his reply to a recom-

mentation submitted to him by the Subcommittee on Military Affairs. He writes in part, "Please be assured that the War Department is most anxious that the current expansion of the Army may be achieved with the minimum disruption to the educational facilities of the country, and further that I shall give the most serious consideration to any concrete proposal that you may care to submit toward that end."

From a more positive point of view the areas of cooperation with the military can be grouped into three classifications: first, specific training facilities for enlisted men and line officers. At the present time approximately 1,000 enlisted men are receiving full-time instruction for specialist training in trade and vocational schools. Six thousand from the air corps and 550 flying cadets are being given training in various phases of aeronautic mechanics. The Navy is utilizing educational institutions both for training enlisted men and officers and for providing physical facilities for those completing the reserve midshipmen course. The policy of sending officers to engineering and other professional schools is being continued. Three institutions are giving a one-year course to 100 Army meteorologists.

The extent of such service cannot now be foreseen, but it is probable that it will expand as needs become apparent. For example, the Army alone needs 25,000 flying cadets by July 1, 1941 and another 26,000 by July 1942. These men should have two years of college, but requirements may be lowered if they have had specific courses required and can pass the examinations. Here again the military is seeking to avoid interference with the regular academic and professional work of the school or college. In one instance the Army refused to grant a contract for vocational training of 200 enlisted men because such could not be provided for without disrupting the regular day program.

The second classification of service is in providing for the pre-entry education of men who will be called into service. From the point of view of the community this is an extremely important service that can be rendered only through the cooperative efforts of all of the social and educational agencies. It may include education in health and personal hygiene, English classes for those who cannot understand simple commands in English, instruction on prospective life in Army camp, and organization of an educational program on the objectives of defense and the activities of the defense agencies.

Within the school or college itself it is probable that it will entail few changes, but rather an intensification of what the college and school is already doing—care for the health with remedial treatment of those with minor defects, background courses in specific fields, and a better understanding of the meaning of total defense and the role of the United States in the world scene.

Caution is necessary for there is grave danger that basic values will be lost under the guise of national defense. One institution proposed a required course in ballistics for every man, and another suggested that every girl be required to take courses in auto-mechanics. We must not lose sight of basic values. The immediate needs must be constantly evaluated in the view of long-range and total defense.

The third classification of services to the military is cooperation with military authorities in the year of military training. Real progress has been made here. On November 7 at the request of the War Department's liaison officer with organized education, and with the approval of General Marshall, Chief of Staff, a joint conference was held of the Subcommittee on Military Affairs and representatives of the Army, the Navy, and Selective Service Headquarters. The common goal of both educators and the military was indicated by two statements, the first by a representative of the Subcommittee, the second by an Army officer:

Education has organized itself with the purpose of cooperating with governmental agencies. Whatever your needs are, I hope you will cooperate with us. We are glad that the Army is taking over the whole job of this year of training and avoiding the conflict of authority and of responsibility. If the men are soured by their year of training, their resentment will not be against the Army but against the country. Education does not want to be in the way or to seek to force itself in where it is not wanted. It desires only to cooperate where needs arise and to assist in making this year of value for both the military and civilian life.

There should be as much unity as possible in the preservice, service, and post-service life of the individual. It is the aim of the military to make this year of training one that will put a year into the man's life rather than to take a year out of it.

Although no concrete administrative machinery was organized, a mutual understanding was developed and specific areas of cooperation indicated.

The third major area of service of schools and colleges to the national defense is that of providing training courses for employment in essential industry. Effective service in this field requires a careful appraisal of the personnel and facilities of the college or university. It entails also a careful analysis of local industrial needs as well as those of the state and of the nation. The study of local needs should be the definite responsibility of school and college authorities in co-operation with industries.

The amounts available for such courses through direct federal support are small in proportion to total defense expenditures but large in terms of appropriations for education, approximately one-fifth of the total amount expended last year for all education in the United States. In June \$15,000,000 was appropriated for trade and vocational education to provide short courses to assure trained men for the expanding needs of industry. This fall more than \$50,000,000 more was appropriated of which \$7,500,000 is to be spent for trade training for rural youth, and \$9,000,000 for technical courses on the college level to be offered in recognized engineering schools and colleges. It is estimated that more than 200,000 men have availed themselves of this opportunity for training and 105,000 are now enrolled in these courses.²

This program is vital to national defense and is enlisting the cooperation of schools and colleges. A word of candid warning is necessary. The lure of federal funds, especially since provision is also made for purchase of equipment, may carry the expansion of this program beyond the specific need for it in individual communities. Nothing could be more serious when the defense expansion has been accomplished than to have hundreds of thousands of young men who assume that they are trained in specific skills, but for whom there is no employment. There is also the necessity of being on the alert lest too much attention be directed into specific, and often local, defense needs of industry, and education fail to continue at a high level the training of men who will have the wide background of a well-rounded vocational or professional training.

Finally, there is still the most vital of all areas of cooperation, but the least tangible, that of the development of moral and spiritual

² "Education for Defense," *March of Education*, Sept. 1940, No. 21.

defense. Every agency of national defense is as aware of and as seriously concerned with this problem as are educators.

Many professional organizations are seeking to meet this need: the Educational Policies Commission, the National Education Association, the Progressive Education Association, the Council for Democracy to name only a few.

The Army has revived the Morale Division of the last war. A hostess house will be provided in each camp of more than 5,000 soldiers; library facilities have been established in the camps which, it is hoped, will be extended through cooperation with local libraries; reserve officers with experience in recreation are being called into active duty to administer the recreational program.

The National Defense Advisory Commission has established state defense councils in thirty-three states, and community defense councils in many cities and villages. One function of these organizations, although, unfortunately, one to which they have not given major consideration, is to coordinate all community health, recreational, social, and educational agencies in the development of interesting and wholesome activities for the soldier while on leave. Twenty-five thousand men congregated on the fringe of a village of 3,000 population presents a real challenge to every agency in the community!

If the problem of morale within the Army could be totally solved, and only a beginning has been made toward its solution, this would be but a small portion of the total problem of moral and spiritual defense. Even in these days of mechanized war, national defense is not achieved when 2,000,000 men are under arms nor by the production of machine guns, tanks, and bombing planes alone. As total war affects every aspect of American life, so total defense must reach into the mind and soul of every American. This war is more than that between two armies or between two systems of government. It is a war to determine the sanctity of human rights, the validity of contract between individuals and between nations. Only as every individual is vitally aware of these contending forces can we face the future with confidence.

In achieving this end education will play a major role. The time for institutional or organizational jealousy is past. Education must present a united front. The first steps in this direction have

been well taken by the organization of the National Committee on Education and Defense. Nor can education do this task alone. It must cooperate with every agency of the local community. The channels for such cooperation have already been established through the organization of local and state defense councils.

Education has responded to the call for service to the national defense program. It will continue enthusiastically to carry forward its responsibilities, accepting them not as a duty but as a privilege. The specific activities in all four areas—selective service, the military, the industrial program, and moral and spiritual defense—will vary with the local school or college. In some there will be little change except the intensification of the effort to achieve more fully the high objectives of education; in others, peculiarly equipped and strategically located, there will be many opportunities for specific types of service.

To render the highest possible service to the national defense and at the same time maintain at a high level the basic educational processes of teaching and research essential in the long-range program of total defense, will call for the considered judgment and cooperative action of each individual and organization on every level of education. Only through sincere and wholehearted cooperation, not alone within education, but also between education and all constructive agencies of the community, state, or nation, can we face the future with security based upon adequate immediate defense and with confidence that values fundamental to our national life shall be maintained.

DINNER SESSION

FRIDAY, NOVEMBER 22, 1940

A GREAT CHALLENGE

WILLIAM MATHER LEWIS, President, Lafayette College

I have chosen this subject because of the fact that the program committee discovered that the title I first submitted had been preempted by one of the afternoon speakers. With my usual graciousness I readily agreed to change the title. The speech remains the same.

But we *are* facing a great challenge, the greatest perhaps ever made to American educational forces. It is a challenge to meet the confused and perplexing issues of our times with wisdom, fortitude and serenity; to contribute all possible to the preservation of Democracy and at the same time to hold aloft the lamp of learning. It is a challenge to move surely and steadily forward.

We should not deceive ourselves. The situation created by the present emergency is a critical one for colleges and in only a little lesser degree for private secondary schools. The adoption of a Selective Service Program with a year of military service, the abnormal employment opportunities now presented to youths of college age, the rapidly changing emphasis as to essentials in the scheme of life, the tremendous burdens forced upon America as the only great Democratic nation where comparatively normal conditions still exist; these elements among many others make it clear that present educational policies must be scrutinized and that *academic inertia must be eliminated*.

It is not now merely a matter of improving procedures; it is a question of preserving the very life of our institutions of higher learning.

In this crisis, it is necessary for us together to move in the right direction.

I am approaching this matter of the great challenge from two angles tonight; first as a State Director of Selective Service and second as a College administrator. When Governor James asked me to take the Selective Service position, he emphasized the fact that the movement must be kept out of politics and that it should be administered in such a way as to conserve human values. When I

assumed my duties in Harrisburg I tried to approach the problem of Selective Service on an intelligent basis. I studied the draft procedure in effect at the time of the World War and of the Civil War. My investigation carried me further and further back and it became more and more evident that the policy of creating military power by means of Selective Service or the draft is an ancient device. Hundreds of years before Christ the army of Israel was recruited by this method as we learn by reading the Book of Numbers. It states that they took "the sum of all the congregation of the children of Israel with the number of their names, every male by their polls: from twenty years old and upward, all that are able to go forth to war in Israel." By this method they selected from the tribe of Reuben 46,500, from the tribe of Simeon 59,300. When all the tribes reported they had 650,000 soldiers. And they took into consideration the matter of exempting the clergy for they did not number the tribe of Levi but appointed them to have charge of the tabernacle.

The history of the draft in America indicates a healthy evolution. During the Civil War, cities were rent by bloody draft riots. Although six governors are known to history as "War Governors" because of their patriotic cooperation with the President, the majority were either lukewarm or openly hostile to the plan for developing an adequate army. Today every Governor in the United States is rendering valuable service in connection with the Selective Service Program.

Throughout the country there has developed a unity of purpose and attitude toward this national defense effort which makes for strength and which is disappointing to the totalitarian powers.

Everyone seems willing to contribute his part toward the preservation of Democracy. It is to be hoped that this feeling continues and that when the young men return from this year of service, their former employers will see to it that they are taken back into the organization without loss of standing. We must not repeat the mistake which occurred when the boys were mustered out in 1918 and 1919—when thousands were compelled as jobless men to walk the streets. Many of our social and economic problems of the past twenty years can be traced back to this error.

I believe in Selective Service or I would not be in my present position. The year of discipline, of physical improvement, of emo-

tional adjustment now provided for the young men of the country will be highly beneficial. But it is in the main an emergency defense measure. We shall hope that we may escape the present armed conflict, although the chance sometimes seems remote.

But there is not a chance that we will escape the economic, political, social conflict being forced upon us by the totalitarian powers. Here is where the permanent national defense program enters the picture: a program based upon an effective system of education.

The American college is called upon in this period of conflict and confusion to prove that it is an essential element in the maintenance and strengthening of those foundations upon which our nation was built. It is for us to demonstrate that this institution, which stems from the Colonial period and which gains its nourishment from the American way of life, is worthy of its heritage. In conferring degrees, we refer to the rights and privileges thereto appertaining, but say nothing about the responsibilities. Now we are faced by conditions which make the assumption of responsibilities by highly educated men and by institutions of higher learning absolutely imperative if our universities are not to be prostituted like those of Germany or wiped out like those of Poland. We must recognize that *academic freedom* is only a part of that *greater freedom* enjoyed in America as nowhere else in the world. The freedom of the nation, upon which academic freedom is dependent, can only be maintained if those institutions in which are more than a million of the most promising American youth are the abiding places of loyalty to the American tradition, the training grounds of devoted citizenship.

Any activity which is aimed to weaken the American form of government and to promote other systems such as Communism, Fascism or Naziism is detrimental to the best interests of American education. To study and understand those forms of government which degrade human life and stifle personal initiative is one thing; to attempt to promote those systems here is an entirely different thing. Only the unthinking fail to recognize the difference between liberty and license. Only those who would undermine our free institutions shout that freedom is being curtailed when their subversive activities are brought to book.

The American College has often been misjudged by the public because of the exceedingly small but immensely vocal minority of its number who do not like the American way. But the overwhelming majority of professors and students are competent, thoughtful, loyal, devoted individuals who can be counted on to meet a crisis serenely and effectively. However, colleges and universities should not be passive in this matter. There is much truth in the statement of President Seymour that "during the past two decades our universities have suffered from a negative complex; our faculties have analyzed issues and balanced figures. They have exposed the follies and vices of historical figures and movements. They have not emerged with a positive philosophy to which students and public might attach themselves. There is justice in the complaint of the undergraduate that his academic experience has not provided him with a faith. Appreciation of values becomes more intense when they are in danger. It is likely that the present emergency will revive faith in our American way of life and enthusiasm for its preservation and development. The universities must take the lead in this resurgence of conviction which alone can give the nation a unifying force."

The logic of Dr. Seymour's statement is emphasized by these words of a student—"College gave me no ample reason for my doing; it did not fit my actions into any larger pattern. Until I can get outside of and beyond myself I have no permanent reason why I should overcome laziness in my character; no social imperative whereby a clean community rid of open sewers and graft and social disease comes before my small petty pursuits. To get such motives one has to go below the surface and the tragedy is that college never took us very deep. College gave us no philosophy of living. We went there and found spokes but no hub to hold them together. We came away with knowledge but no purpose, and therein is our dilemma." Thus in responding to the great challenge, we do well to promote faith—faith of the student in himself, in his country, in his God.

Again, it is essential to give the American college student a broader outlook than he has had in past years. The interests of the average American student have been decidedly provincial. We have had an intellectual isolationist policy in the matter of the culture,

the politics and the economics of Europe and more particularly of the South and Central American countries. The profound ignorance of undergraduates concerning the geography of South America is amazing. They know little and care less concerning the relative length of ocean lanes from South American ports to Liverpool and Naples compared with those to New York. They have little knowledge of those fascinating chapters of history which have been written in the countries South of the Rio Grande, little idea of the great economic contributions of our Southern neighbors. This is the time to form strong and lasting connections with the South American Republics. Such connections cannot be made if we maintain a condescending and superior attitude toward our neighbors on the South, an attitude founded primarily on ignorance. It is high time that we abandoned the big brother attitude and met them on an equal footing. Such connections are not fostered by "deluxe tourists" disembarking in Southern ports to participate in drunken orgies. Such connections are not fostered by those American moving pictures which exploit the seamy side of North American life, exhibited so frequently in South America.

Proper connections cannot be established and maintained if most of what we read about South America has to do with Fifth Column activities there. The impression we get is that there is a spy behind every tree, and that skilled propagandists are leading the Latins whither they will. We will do well to let the South American officials take care of the subversive activities there, while we devote our time and energy to suppressing similar activities in our own neighborhood. Every college and university should give keen attention to developing the South American offerings in its curriculum. This does not mean adding one or two subjects in South American History or Politics to the curriculum to be taught by instructors who have no particular training in that field; but slowly and carefully to develop in curriculum and in library those facilities which will enable students to understand and appreciate all that South America means.

Now, while professor and student exchanges with European countries are greatly curtailed, Pan-American exchanges should be developed. An increasing number of our students should be found in the noble San Marcos University and the ancient University of

Mexico which since the 16th century have been strongholds of culture and in the other South American institutions of higher learning. More and more South Central American students should be welcomed to our institutions.

And this further point; we can no longer accept, as something sacred, the conventional four year undergraduate course and think that it is safe from attack. Already influential voices are being raised suggesting that the year of military training immediately follow graduation from secondary school and that the young men then enter college for a three year course. Those who advocate this plan maintain that the discipline, the regular life, the physical advantages of the training would make it possible for one to accomplish in three years of studies what is now done in four. Others suggest that after the present emergency has passed, college students might advantageously devote their summers to service for the nation in one form or another, not necessarily military. Still another adjustment of the college program was recently made by President Seymour of Yale. This plan as outlined in the *New York Times* of November 8th is based on the Swiss system and "calls for four month periods of military training in the summer and a shortened and more rigorous academic year. The object would be to enable students to complete their military training with a minimum loss of educational values." Dr. Seymour says, "The University, as such, should not become a military training school. The destruction of academic values which are eternal would not be compensated by military training, for the conduct of which the University is ill-suited."

I am not advocating the adoption of any of these suggestions, but I am saying that they emphasize the need for eternal vigilance and wisdom on the part of educators.

We are faced now by question of deferment of military service until after graduation.

There are two sides to this question. First, the student will undoubtedly be better prepared for national service if he is allowed to complete his course. But, on the other hand, we must be careful to avoid anything which will tend to emphasize class distinction. I have been thrown much recently with trades union leaders; chamber of commerce executives; army officers, doctors and lawyers. They are all "brothers under the skin" when it comes to love of country.

They are a unit in wishing its preservation. Let us do nothing to disrupt that unity.

There will be those who say that in considering radical changes of the college program we are yielding to war hysteria. But such statements are beside the point. There is a vast difference between war hysteria and intelligent, serious consideration of the future in the light of a grave international crisis. It is not a theory but a condition which confronts us. Individual administrators must face these problems and organizations such as the Middle States Association and the Association of American Colleges should give them careful and prompt attention. The next session of Congress should know what the considered opinion of the academic world is.

It all comes back to the proper conception of permanent national defense. Such defense must be built upon physical, intellectual, moral and spiritual fitness. The present physical condition of American youth should give us grave concern. The number of young men who have recently sought to enlist in the armed forces of the United States and who have been rejected because of physical disabilities is surprisingly high. We have boasted of the virility of American manhood, of our strength and alertness, unconscious of certain trends which have been increasingly evident in the past few years. Soft living, neglect of vigorous physical exercise, social diseases, alcoholism, drug addiction, mal-nutrition, emotional instability, all these have taken their toll. It is the duty of our colleges and schools to give sharp attention to the physical upbuilding of all their students. It is essential to pay more attention to the physically subnormal and unfit than to the physically superior, who now receive most of the consideration. Well-planned course in corrective exercise, a system of universal participation in intramural sports, instruction in hygiene and dietetics, these all will give results. Germany's military success may be attributed in no small measure to the fact that her youth were being physically conditioned and disciplined at the time when those of other countries were going soft. The importance of considering the intellectual defense of the nation is obvious. Next to the destruction of human life the greatest loss caused by a war is to the intellectual and spiritual elements in civilization. Last week the ancient university of Athens was bombed; all of the books in Louvain library have been destroyed; scholarly activities in the

German universities are no more; Oxford and Cambridge are depleted; there are no Rhodes scholars in England this year; the exchange of students with European countries has nearly stopped. There are a thousand other examples that suggest to us that unless we intensify our processes of learning; of research and productive scholarship in American institutions, the Dark Ages may return. This situation should be impressed upon students and faculties. The opportunities and responsibilities of well-trained young men and women in rehabilitating the world when the storm shall have passed should be emphasized. Curricula should be closely scrutinized in order that present needs may be met. The American college, if it is to prove its worth in this trying hour, must rid itself of every vestige of country club attitude, must shame the college playboys and inaugurate a more intensive, intellectual program than ever before. At this time when so little progress in the things of the mind is being made abroad, it is for us to strengthen American culture, to make more of the rich stores of American art and letters and science.

Now as to moral preparedness. Dishonesty, double-dealing, subversive activity—these things will weaken the strongest nation and the strongest individuals. Sir Galahad said, "My strength is as the strength of ten because my heart is pure." France was not defeated, it collapsed from within. For months our military and naval press experts told us that England would be invaded and subjugated within a week or two. They figured out the proportionate number of planes and tanks and soldiers of England and Germany and based their conclusions on these findings. But they left out an important factor. It is the factor that enabled George Washington's ragged little army to defeat the greatest military force of its day; the factor that has turned defeat into victory throughout history, and that is the factor we call spirit. England is holding on because of magnificent unity, courage, and loyalty—elements which are basic in strong morality. Moral strength is needed more than ever before because certainly nations are deliberately immoral. Lying is an accepted part of the diplomatic technique of totalitarian nations. Murder is a tool which they use for domestic control.

Disloyalty is sometimes promoted by soft terms. Stuart Chase has well suggested the tyranny of words. We become slaves to certain expressions and in doing so fail to call a spade a spade. For example,

we glibly talk of the Fifth Column and the Trojan Horse. Pleasant phrases that rather intrigue us. But they are only new titles for age-old crimes. There was a Fifth Column leader among the disciples of Jesus of Nazareth. His name was Judas Escariot. He would sell his master for a few pieces of silver. There was a Fifth Column leader among the officers of Washington. His name was Benedict Arnold. He would betray his country for place and power.

Moral strength like any other strength is developed by exercise and action. Strict adherence to the rules of the game in school and college is essential; adherence to the rules in classroom, on the athletic field, in social relations. Intercollegiate fair dealing is part of the foundation of international fair dealing.

Finally, the surest defense is in the realm of the spiritual. Many will admit of less spiritual strength than that which they have in the intellectual and moral spheres and profess skepticism concerning it. But it underlies all other strength. Emerson one day told a young friend that they taught all branches of learning at his alma mater. "Yes, indeed," chimed in Henry Thoreau, a graduate of the same institution, "All of the branches and none of the roots." He who has no spiritual interest has merely benefited by some of the branches. He lacks the roots which anchor life against the storms which assail it.

With a great many nations at each others throats; with airplanes raining bombs on helpless women and children; with harmless citizens of conquered communities being lined up against the wall and murdered; with crime and social injustice and suffering seemingly on the increase in our own country, the question may well arise, Is not Religion a dead issue? Jesus of Nazareth did not think it was a dead issue when he was scourged, when a crown of thorns was thrust upon his head, when he was nailed to the cross. Suffering and earthly defeat only strengthened his faith.

It is significant that in these last years totalitarian rulers are demanding that worship of the State replace the worship of God. They well know that men who follow the footsteps of the Galilean cannot be molded to their will.

The only people who in these latter years have had the courage to look Hitler and Stalin in the eyes and contradict their inhuman

theories have been the Catholic and Protestant Church leaders of Germany and Russia. With the heroism of the early Christian martyrs they have been true to their faith—disregarding the concentration camp and death. Surely, there must be something in a belief that will give men such an attitude. History reminds us that true religious faith has always flourished under conditions of repression and cruelty. Perhaps the lack of profound faith in America today may be explained by the fact that it has been too easy to profess belief in certain principles, that there has been no test by fire. Dr. Niemoller, who is in a German concentration camp, sent out a letter to his family in which he wrote the words, "Corinthians 4-16." The censor evidently thinking it was just a harmless Biblical reference did not delete it. The words which the imprisoned man's family read were these, "For this cause we faint not, but though our outward man perish yet the inward man is renewed day by day." Thus, a great Christian endures and is strong while others go mad. We have tried force and diplomacy and many panaceas in international affairs. All have failed. There is left the philosophy and the example of the Galilean presented twenty centuries ago, and never tried seriously by the nations since.

The challenge to us in education today is to build an abiding national defense before it is too late; a defense composed of physical, intellectual, moral, and spiritual elements. We must not fail.

MORNING SESSION

SATURDAY, NOVEMBER 23, 1940

In Recognition of the 400th Anniversary of the Founding of the
Society of Jesus

FOUR HUNDRED YEARS OF JESUIT EDUCATION

Reverend ALLAN P. FARRELL, S.J., Dean, Jesuit House of Studies,
Milford, Ohio

It is but proper that I should at once express, in the name of the Jesuit schools and universities, cordial appreciation to this Association for its signal recognition of the fourth centenary of the founding of the Society of Jesus. Your gracious act is a significant token of academic fellowship, which diffuses strength and vitality to different and even diverse units laboring in a great common cause. It may also betoken a kindly reluctance to accept the verdict of the generality of historians of education, who are wont, as if inscribing a *hic iacet*, to apostrophize the Jesuit schools, to quote one of them, as "once so celebrated and so powerful, and still existing in great numbers, though little remains of their original importance; so I prefer to speak of them as things of the past."

It is for Father Gannon, president of century-old Fordham, to meet the challenge to the present and future rôle, the fifth century, of Jesuit education. I shall dare the less dangerous task of chronicling the past four hundred years, indulging, but without arrogance, in what Milton called a little pardonable self-esteem grounded on just and right. If at times I seem to speak an apology for certain deeds wrought or views expressed by the Jesuits of past centuries, this will be accepted, I hope, as a filial attempt to present them in focus to a present-day audience.

The span of four hundred years extends from 1540 to 1940. September 27 marks the day on which in 1540 Pope Paul III approved the Society of Jesus, which you know more commonly as the Jesuit order or simply the Jesuits. But for the real beginnings of Jesuit history we must project ourselves to a period six years earlier. The year is 1534. Ignatius of Loyola, a Spaniard, once a knight at the Spanish court, then a soldier, now a student at forty-three,

has just completed successfully the public act called the *Inceptio*, and on March 14, 1534 was acclaimed Master of Arts of the University of Paris. Gathering together this same year six of his fellow-students at the university, he proposed to them the founding of a religious institute to convert the Turks to Christianity. A certain splendid audacity which characterized the genius of Ignatius of Loyola manifested itself in this proposal. The scene of labor was to be the Holy Land; the task to compass by pacific means what the Crusades had failed to compass by force of arms. The Paris students accepted the bold challenge, and so this band of seven, augmented within a year by three more volunteers, constituted the founding fathers of the Society of Jesus. But since the Turks, under their Sultan, Suleiman II, were waging a war of aggression in Europe at the time, the original plan for their conversion had to be abandoned. Consequently, the charter which Pope Paul III gave the new religious institute in 1540 defined its functions in quite different and much wider terms: "To labor for the advancement of souls in Christian life and learning, and for the spread of the Christian faith by public preaching and the ministry of God's word, by spiritual exercises and works of charity, more particularly by grounding boys and unlettered persons in Christianity."

Of formal educational work there was no mention in the charter. But two facts may be considered, I think, prophetic of the part in education which the Jesuits were soon to play. The first fact is that the ten founding fathers were all schoolmen, all university-trained, and possessed of the Master of Arts degree from the University of Paris, which conferred on them the *ius ubique docendi*. The further fact is that almost at the moment the Jesuit order came into existence, the influences of the humanistic revival and of the religious revolt conspired to raise issues, both academic and religious, that profoundly affected educational thinking and educational practice. As a consequence, new schools were being founded everywhere and existing schools were being reorganized. It is not strange then that the Jesuit band soon found itself besieged with urgent invitations to enter the educational field, nor that in the end some of the invitations were accepted. One of the earliest of these invitations was addressed to Ignatius of Loyola by the councillors of the city of Messina in Sicily. It bore the date of December 19, 1547. Besides

its historical value, the earnest tone of the document, and its solicitous pledge of a *quid pro quo* give it a peculiarly human interest. In translation the letter runs, in part, as follows:

"Very Reverend Sir:

Being informed that in the Congregation of religious of the name of Jesus, which is under the direction of Your Reverence, there are persons of learning and of virtue, who by knowledge and apostolic ministry make themselves of great use in the Christian state, this city wishes very much to have some of your subjects to teach, preach, and produce the same fruit which has resulted from their labors wherever they have resided . . . Our request is that you send us five masters to teach theology, the arts, rhetoric, and grammar, and another five to pursue their studies and give assistance in works of Christian zeal. The city will supply them with food, clothing, and a residence suitably furnished. And in order to execute our request in proper form, the citizens of Messina have considered it in council and given it their unanimous sanction, to which is added that of His Excellency, the Viceroy . . . The better to forward our desire, we have asked His Excellency, the Viceroy, to commend it to your Reverence. On our part we petition you to grant it; and in sending these teachers and religious, you may rest assured that we shall accept them as fathers and brothers, nor shall we in any way be found wanting in fulfilling the promises we have made above."

It was under such favorable auguries that Jesuit educational history began. Within three months the personnel requested by the municipality of Messina was on its way to inaugurate the first Jesuit school for the education of youth. Its classes were convened on April 24, 1548. A second school was opened in Sicily the following year, at Palermo; and thirty-five more schools were started in the next six years in eight European countries: Sicily, Italy, Spain, Portugal, Germany, France, Bohemia, and Austria. At the end of twenty-five years, the schools numbered 150, and almost exactly fifty years after the dedication of the first school at Messina, the Jesuits were conducting 245 educational institutions, not alone in Europe, but in India, Japan, Cuba, Mexico, and the Philippines as

well. It is probable that history provides no similar instance of such a phenomenal educational expansion achieved by a single organization. The phenomenon becomes more striking if we remember that, at a conservative estimate, at least half of these 245 schools had both secondary and collegiate departments, and about fifteen of them had besides a university status. Nor were the enrollments in these schools insignificant. Very few of them had less than 500 students, a considerable number had enrollments of more than a thousand, and not a few were near the two thousand mark. Among the latter, for instance, were the schools at Evora, Coimbra, and Lisbon in Portugal; at Billom and Paris in France; at Mayence and Cologne in Germany; and at Milan, Brescia, and Rome in Italy.

But an immediate academic problem attended the success of these early educational ventures. How could uniformly high standards be maintained in so many and such widely scattered schools? The problem was solved temporarily by the creation of the office of superintendent of Jesuit schools. This office was, I think, not only a totally new departure in educational administration at the time, but probably also unique in character, in as much as it was international in scope and jurisdiction. For the function of the superintendent was to travel from country to country in Europe, and to visit the existing Jesuit schools, organize and unify curricula, adjust personnel problems, plan further expansion of educational facilities, and deal with municipal, state, and ecclesiastical authorities. It is no exaggeration to say that it was chiefly owing to this office, and of course to the type of men placed in it, that the internal development of the early Jesuit schools was able to keep pace with their rapid extension.

This does not mean that an academic program was lacking. Rather it means that the educational pattern framed at Messina on the model of the Jesuits' *alma mater*, the University of Paris, was being tested in practice and under supervision in hundreds of classrooms in many different European centers. The ultimate aim was to fashion a comprehensive educational code. Essential principles had to be fixed permanently. Yet, since the code was projected, not for Italy or Germany or France, but for all Jesuit schools in all countries, sufficient flexibility was needed to suit sharply contrasting

national traits and traditions. It took fifteen years—1584 to 1599—to round out the task. The men of the time who undertook it handed down to Jesuits of all times, and to the great body of educators, an amazing example of cooperation, of self-criticism that was unsparing in analysis of weaknesses in the standards and practices of the Jesuit schools, and of competent and prolonged educational testing and experimentation in respect to curriculum, administrative policies, and pedagogical techniques. The result was the publication of the *RATIO ATQUE INSTITUTIO STUDIORUM SOCIETATIS IESU*, or The Jesuit Code of Liberal Education. It was a CODE because it formulated a systematic body of educational principles and practices shaped to an educational philosophy; it was a CODE OF LIBERAL EDUCATION because the core of its curriculum for undergraduate training were the liberal arts. Since 1599 this code has been the official guide manual of Jesuit education. This assertion has provoked more than one thumping indictment from those who view tradition as a sort of *monstrum nulla virtute redemptum*. Notwithstanding, one can rightly claim a certain virtue for a sane conservatism in education, for maintaining contact with the ages as well as with the age. For real development does not mean leaving things behind, as on a road, but rather drawing life from them, as from a root. It is in this sense that the original Jesuit code has never been left behind. And three things in particular have remained of it, from which life has been drawn and improvement achieved: First, a philosophy; secondly, a set of principles, and thirdly, a basic methodology.

To take the educational principles first. They were present in the code more by strong inference than by any formal enunciation, being, so to speak, embedded in the several rules and directions covering organization, curriculum, and pedagogical techniques. Their practical importance lay in establishing and fortifying a conscious unity of ends and means in the educative process, which the Jesuit founders regarded as particularly necessary for an educational system as widespread as theirs. Contemporary documents indicate that many of these principles were looked upon and opposed four centuries ago as startling innovations. Now they are for the most part but commonplaces of pedagogical procedure. Consequently, it will suffice here merely to enumerate the more significant of them.

1. The principle of subordinating subjects of secondary importance to those of prime importance. I take it that this principle would brook no unrestricted electivism.
2. The principle of clearly organizing successive objectives to be attained by the student.
3. The principle of measuring academic advancement of the student, not by time, but by achievement.
4. The principle of affording ample opportunity to the student by way of repetition to organize in his own mind the knowledge he has thus far gained.
5. The principle of stimulating at every stage development of the power of written and oral expression.
6. The principle of using discussion and objection and, within proper limits, emulation, as capital means of guarding against an attitude of passivity and mere absorption of classified information.
7. The principle of fostering the relationship of teacher to student as that of individual to individual, of man to man, lest education become a law without influence, a system without personality.

The second distinctive feature of the Jesuit educational code, its basic methodology, grew out of a conviction of the paramount importance of the teacher. For it was taken as axiomatic that in leading the student to the rivers of knowledge, though you could not always get him to drink of their waters, you could at least make him thirsty. And so the teacher's function in the Jesuit system was "to create the mental situation and to stimulate the immanent activity of the student." The framers of the Jesuit code, however, were not blind to the difficulty of the teaching art, nor to the fact that not many have the essential endowment of a great teacher, the gift of inspiration. Hence, they laid down a teaching technique which would lead the teacher by successive steps to create the mental situation and stimulate the immanent activity of the student. The technique was called the *PRAELECTIO*, which meant a *PRE-VIEW*, conducted by teacher and students together, of every type of class assignment. The aim of the pre-view was to arouse interest in the subject matter of the assignment, to direct the attention of the pupils to its more important phases, to put it in its proper setting or context, to point out problems to be considered or investigated for class discussion. The pre-view was not a lecture, though on occasion

the teacher would find it profitable to give briefly the background of an author or event or poem or problem; but his prime task was to motivate, orient, put the student in mental contact with the new subject matter, prepare him to gain from the out-of-class study not only intellectual content (information, knowledge), but also intellectual method—the way to grapple with an assignment or problem, how to explore its reaches, and master its significant details; in a word, how to study effectively. This pre-view, I would like to repeat, was not a lecture, but a preface, a prelude to study; hence, it was relatively brief, suggestive more than exhaustive, a kind of Socratic dialogue between teacher and class, the teacher playing the rôle of Socrates, and bringing the powers of the class to converge on the subject matter under consideration. There would follow in the next class quiz, discussion, explanation. The aim finally was organization, correlation, mastery. There is an affinity between this Jesuit mastery formula and Professor Henry Morrison's process of pre-test, teach, test, adapt procedure, teach and test again to the point of actual learning. In the Jesuit process PRE-VIEW took the place of PRE-TEST.

The last and most significant feature of the Jesuit code was its statement of educational purposes. Every education that is not merely instruction teaches a philosophy, if not avowedly, then by suggestion, by implication, by atmosphere. The type of philosophy taught will reflect the view held as to the nature of man, the subject of education. Now, Jesuit, like Catholic, education has always had a philosophy, and the philosophy has always been professedly Christian. It reflects the belief that man was created, redeemed, and hallowed by God; that his end is God; that therefore he must learn to live in terms of God, according to God's purposes or will, if he is to achieve his destiny. In applying this philosophy to their schools, the Jesuits never relied mainly on religious instruction, and so they did not crowd their curriculum with religious and moral subjects. In fact, the hours devoted to special religious instruction were few. Rather their philosophy pervaded the schools like an atmosphere, and communicated itself, directly and indirectly, by teaching, contact, guidance, and example. Such a forthright communication of an educational philosophy will no doubt seem to many to smack of indoctrination. But it is to be remarked that the subtle

difference between education and indoctrination had not been detected when the Jesuit founding fathers wrote their philosophy of education four centuries ago, any more than it had when two centuries later the American founding fathers laid down for all future generations of Americans the forthright philosophy of government that all men are endowed by their Creator with certain inalienable rights, and that governments derive their just powers from the consent of the governed. However, no one, I take it, will suppose that in Jesuit classrooms these past centuries whenever Vincenzo or Henri or plain Bill raised a question or propounded a doubt they were invariably met with the dogmatic reply that God had created them, and they were God's men, and that was all there was to it. More often, I am of the opinion, would have been found in practice what Gilbert Chesterton called "the ancient Christian custom of men arguing each other's heads off and shouting each other down for the glory of reason and truth." God's purposes were undoubtedly points of orientation for both teacher and taught, and contacts connecting every part of education with every other part, so as to lead to the formulation of a comprehensive and consistent view of life. But this view of life, it must be insisted, was presented and communicated, not forced or imposed. For though the Jesuits deeply revered divine revelation, they never belittled the high functions of human reason. And it is in this particular regard that historians of education, particularly American historians, miss a profound point—in fact, the whole point—about Jesuit education. They are wont to describe its amazing successes, to cite and quote tributes to the high quality of the instruction given in the Jesuit schools, to acknowledge that many of the best Protestant families of Europe would send their children to no other schools,—and then they interject the adversative BUT with crashing emphasis. BUT, effectiveness and excellence of organization and teaching notwithstanding, the main aim of the Jesuit schools was "to proselytize for the Church rather than to liberalize"; "they repressed the development of individuality"; "they did not aim at developing all the faculties of their pupils, but merely the receptive and reproductive faculties," and so their schools and their education, though the best, were the worst. Some of the historians, having got so far, seem to sense the inconsistency, the patent illogicality of their characterization of Jesuit education. Consequently, they add a footnote

in small print: "They have produced, however, many great men." Great men, yes. Gaston Boissier has said that the Jesuit schools largely made possible the great centuries of literature in France. The beadroll of distinguished names in French literature and science of the seventeenth and eighteenth centuries, beginning with Corneille, Moliere, Buffon, Descartes, Bossuet, Voltaire too (and Racine almost alone excepted), reads like a select roster of the Jesuit colleges of France. One Jesuit professor of the college of Louis-le-Grand in Paris lived to see nineteen of his former pupils inducted into the French Academy. In other countries, too, noted writers and scholars stepped from the Jesuit schools, as it were, into the hall of fame. Among them were Goldoni, Tasso, Muratori, Canova, Cassini, and Calderon. Great names, yes. But were they men with suppressed individualities; men whose receptive and reproductive faculties alone were cultivated; men proselytized rather than liberalized? The capital point missed is that the Jesuits knew full well that in order to be a Christian, one must first be a man. Their aim, then, has always been the development of all the powers of the individual; the making of a man was their object in every case. Sometimes they failed to form the Christian; but not on that account did they cease trying to liberalize, to humanize, to form the man. The remark often made that the Jesuits have always been essentially missionaries, whether in or out of the classroom, is obviously true. They could not, considering the purpose of their existence as a religious body, rest satisfied with any other general result than the formation of the true and perfect Christian. But even in the strictly missionary field, their invariable rule for four hundred years has been to open schools at the first opportunity and to give these schools a liberal curriculum, so as to form men in order to form Christians. What Carlyle said of his father, that he was religious with the consent of all his faculties, precisely that the Jesuits wished their students to be—religious, Christians, with the consent of all their faculties. In this view, education is a means to the attainment of a religious purpose. In every practical system, education is never regarded as an end in itself. It subserves other purposes: now the state, now democratic living, now the social order. Much less, then, is it a derogation of education's high estate to make it minister to religion.

So much for an attempt to verify for you not only the label but also the contents of the Jesuit *RATIO STUDIORUM*, or Code of Liberal Education. When it was officially promulgated and put into effect in 1599, there were 245 Jesuit schools. Statistics published at stated intervals thereafter show that the number of schools at the end of the first Jesuit century—in 1640—was approximately 500; and at the end of the second century, 700. More than half of these schools had both secondary and collegiate departments, and at the close of the second century, in addition to the 700 schools for the education of youth, the Jesuits were conducting 175 normal schools for the training of their own teachers and theological seminaries for the training of ecclesiastical students. This was in all probability the height of Jesuit educational activity. In 1773, with the suppression of the order, most of the schools were either closed or fell into other hands. The result was that when educational work was resumed in 1814, the order had at most twelve schools: five in White Russia, four in the Kingdom of the Sicilies, one in the United States (Georgetown), and a few more in France. The foundations had again to be laid, and the laborious task of building taken up anew. Nor were the auguries of 1814 as favorable as those of 1548. Notwithstanding, at the end of 136 years, in this the quadricentennial year, the Society of Jesus is conducting 436 schools, enrolling more than 140,000 pupils.

Jesuit education in the United States dates from 1789, the founding year of Georgetown University. Next oldest is St. Louis University, founded in 1818. Two other schools, Spring Hill College, Alabama, and Xavier University, Cincinnati, have passed the century mark. Fordham commemorates its centennial next year, and Holy Cross in 1943. Two other member colleges of this Association have a certain antiquity. They are Loyola College of Baltimore and St. Joseph's College, Philadelphia. Both date from 1852. Santa Clara and San Francisco universities on the Pacific Coast were founded in 1855. American Jesuits are at the present time in charge of thirty-four secondary schools and twenty-four colleges and universities in the United States, with a total enrollment of 60,576. Besides, they have schools in India, Bagdad, the Philippines, Jamaica, British Honduras, and China. In the United States they have eleven law schools approved by the American Bar Association, nine schools of

business administration, seven graduate schools, seven schools of dentistry, five Class A medical schools, four schools of social work, and four engineering schools.

What in sum is the contribution of four hundred years of Jesuit education? And what part of the contribution has more than an antiquarian interest for the modern educator?

The first contribution, it seems to me, is this: The Jesuits, like the English, have shown a peculiarly resolute, you may call it a stubborn, determination not to capitulate to the opposition; not to give up even when opponents have burned and pillaged their property, taken away their license to teach as a corporate body, vilified their name, and misrepresented their purposes. London is in danger of being destroyed; the Society of Jesus has faced that danger many times during its four hundred years. Once it *was* destroyed; it built itself up again from almost nothing. That, ladies and gentlemen, is a contribution of high moral courage. It should be very real to a generation that with the rest of the world faces the threat, if not at once of material destruction, then of the destruction of its rights, particularly its corporate right to perpetuate its own free form of government.

The second contribution was the massive work of carrying the light of Western learning into the farthest corners of the world. History has graciously applauded this contribution, and has noted likewise that its effect was not only conversion to Christianity by missionary endeavor, but also a conversion to civilization by educational enterprise.

Thirdly, the Jesuits have offered the example of four hundred years of dedication to "the drudgery of unrelieved pedagogy." There cannot but be something impressive in the spectacle of hosts of men laboring year after year to teach unnumbered thousands of ordinary people the ways of knowledge and the knowledge of God, while they themselves remained for the most part unknown, almost anonymous, and unmarked in history. There have been in these Jesuit centuries brilliant men, intellectuals and scholars in every age; but no small portion of their abilities was consecrated to the toilsome trade of the teacher, many of the books they conceived written only on the minds of their pupils, and their achievements inscribed in a corporate rather than a personal record.

Fourth, the Jesuits have educated for four hundred years, not the sons of wealth, but in the main the sons of the poor, of the people, and during three hundred years gave a free education to all.

Fifth, the Jesuits were perhaps the first to recognize the need of a special preparation for effective educational work. That contribution is now merely an historical fact. What is of present interest is that they have never made the mistake of thinking that a few or even many education courses could substitute for a liberal education or warrant granting the license to teach. The Jesuit founders were all masters of arts of Paris. This meant that they had a liberal education. The tradition has been handed down unbroken. It is the first step in the special preparation for educational work; then follow educational theory, procedures and techniques.

What I offer as the sixth Jesuit contribution will, I fear, be labelled obscurantism by those who think of progress in terms of leaving things behind. For the Jesuits have not left the humanities behind. To do so would have seemed to them like leaving behind one's home, and that the home of the human spirit. In the beginning, of course, they incorporated the classics into the curriculum because they were the staple subjects of the day, but they kept them in the curriculum for four hundred years because they were convinced, first, that because youth should be Christianized, they first must be made human, made spiritual; and secondly, that an intimate contact with classical culture gives a true, inward, almost experimental knowledge of that which is human and spiritual.

The final contribution is this: that the Jesuits have never ceased giving their students what President Cowley of Hamilton College, in an address delivered at the University of Rochester, just a month ago today, declared to be the most pressing need of our time—not alone the training of the student's mind, but the shaping of his spirit, the cultivation of his religious sense, and his sense of values. The Jesuit contribution has gone beyond this, however, in realizing that all these things—spirit, religion, sense of values, morals, man himself—are meaningless and delusive without God.

In conclusion, may I say that the work of the Society of Jesus in education is not itself so much worthy of commendation. Rather deserving of encomium is the educative mission of the Catholic

Church of which the Jesuit order is but a small and comparatively recent part. The Church has perennially fulfilled her appointed task of going forth and teaching. The work the Jesuits have done in four hundred years, the Dominicans and Franciscans have been doing likewise, if in a different manner, for eight hundred years, and the Benedictines and Augustinians before them for thirteen hundred years. What each and all have done is but a fraction of the total which the Church, incorporating and inspiring all, has done since Christ established it to keep the knowledge of God among men.

JESUIT EDUCATION OF THE FUTURE

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When I found that there was no escape from the honor of addressing you this morning, I asked that the authorities assign me a subject on which the audience had even less information than I had. They answered that that would be possible only if the audience were composed exclusively of college presidents. So the next best thing was a seance of crystal gazing in which we could all have our feet well off the ground. "What will the Jesuit Education of the Future Be?" proved to be an excellent question for such an occasion, because the proper approach to an answer that might apply in even a single country, presupposes a few such simple questions as these: How long will the present war last? Who, if anyone, is going to win it? Are we, perhaps, going to take a hand ourselves? If so, will our own form of government remain unchanged? Even if it does, shall we have a Secretary of Education? Will she be known as the Secretary of Propaganda, or will she simply be such in fact? How long will private institutions be allowed to grant degrees? How long will they be tax exempt? How long will they be able, in any case, to pay the grocer? It is all pretty foggy of course except on the supposition that our form of government in the United States will change eventually to the Russian or the German model. Only in that case can we be relatively definite in predicting the future of Jesuit Education in America. For then will it most certainly be one with Nineveh and Tyre. Come the revolution, we Jesuits are prepared to dangle from 5,000 telegraph poles, beginning with the rock-bound coast of Maine. We may dangle Jesuitically, in a clever diabolical manner that no one ever expected, but the breathing is sure to be awkward and in any case the *Ratio Studiorum* will be done for—until, of course, we return again, as we always do. (It would be un-American to say that we have been thrown out of better countries than this. But no one can deny that we have had a lot of practice!)

Suppose, however, that Democracy not only endures, but triumphs, that Education is able to resist strangulation at the hands of the Federal Government, a strangulation that has been threaten-

ing for nearly twenty years; suppose that the public comes to realize the immense debt this country owes to private institutions and the irreparable loss that would be suffered if all the small colleges of liberal arts were to be crushed. In other words, suppose that the next sixty years turn out to be something like the last. What can we predict with any amount of confidence? Only such things as may be called essential to our ideals.

As Abraham Flexner once said, "Subjects change, problems change, activities change, but ideas and qualities abide." In the course of our 400 years, we have ourselves seen many changes in subject matter, or more accurately perhaps, changes in the emphasis placed on various subjects in the curriculum. The vernacular, for example, was not entirely ignored, even in the 16th Century, and the physical and social sciences were all familiar, in a way, to a boy attending a Jesuit college in the time of Henry of Navarre. For even then, in his study of the classics, he went far beyond the problems of grammar and strove for a grasp of the varied content found in the old historians, scientists and statesmen. To a still greater extent, in his study of systematic philosophy was he concerned with questions now relegated not only to sociology and government, but to physics, biology and chemistry. Yet the emphasis now placed on modern languages, and the social and physical sciences, to say nothing of the de-emphasis evident with regard to Latin and Greek and Philosophy would certainly have amazed the Very Rev. Fr. Claudius Aquaviva. So, too, would the complexity of our problems in preparing students for modern life. It is a far cry from the days when university graduates were expected merely to be teachers, statesmen, gentlemen of leisure or clerics. The value of the old classical training for such was fairly obvious. Their financial and political problems were different, too. It was one thing to receive a foundation of so many golden ducats from the Duke of Gandia or the municipality of Hilershiem, so that one could operate in tranquillity as a free school, and quite another to begin in a log cabin and live on one's wits. The presidents of our older institutions were saintly and scholarly men who left a tremendous impression on their two or three hundred pupils. Now we have to find the type that can stay out late and wake up cheerful, eat rich food and keep the old figure down, shake hands like a Rotarian, pass the tambourine, and preserve the King's peace among some 450 faculty members.

Similar changes may be anticipated for the future in subject emphasis, social problems and activities. Professional schools will of course as in the past, change most radically, being concerned chiefly with changeable elements, new discoveries and skills. But these we mention only in passing, because there is nothing distinctly Jesuit in even our own schools of engineering and medicine. Our college of liberal arts, however, will certainly change the least. For its principal purpose, the training of the intellect and will, its principal subjects Divine and human nature, and its principal instruments, literature and philosophy, will always be essential in any civilized country at any time. I should not be surprised (though this of course is shameless crystal gazing) if the numbers in our liberal arts were drastically reduced before my Golden Jubilee. Neither should I be a bit displeased. For like all other American institutions, we have our own proportion of spoiled house painters working for an Arts degree. I expect, however, to see a time when only those will take up the liberal arts who can profit by them, and trade schools and professional schools in abundance will look after the other boys and girls. For the shadow of Vocationalism, the constant demand for *ad hoc* training which comes today from so many parents and students and which more than anything else has caused a loss of confidence in our traditional college course, would vanish if schools with irreconcilable purposes existed side by side, frankly different, without any effort at compromise, the large ones teaching their students how to make a living, the small ones how to live a full, rich, intellectual life. It is true that most of the students who will thus be able undisturbed to give their hours to Aristotle and Sophocles will have to learn eventually how to make a living, too, since these schools will be too small and few to absorb all their own graduates as teachers. For them, however, Vocationalism will wait on culture and be in the nature of graduate work, the time element being remedied by getting our students through their undergraduate studies at 18 and 19 years of age—an end devoutly to be wished, and not impossible.

Having thus solved the modern problem of Vocationalism by reserving the liberal arts for those who are fit for them, let us imagine ourselves a board of inspectors visiting a Jesuit college in the year of Our Lord 2000. The first room we enter, presided over by a middle-aged Father who will have been born about 1960, is doing the Pro

Marcello, reading the Latin with emotion, analyzing the power of the speech, trying to transfer some of its beauty into English. Next door, a somewhat smaller group will be getting ready to produce "Antigone," arguing about the difficult meter of the choruses. For our persistence in defending the ancient classics is not vestigial; it is not a mere habit that was formed in a simpler time when people had less to learn and much more leisure. It is a matter of dispassionate conviction arising from arguments which will probably be as valid in the year 2000 as they are at present. Then, as now, it will be desirable to know some other civilization with familiarity in order that we may better know our own. Then, as now, the splendor, depth and completeness of Greece and Rome will be more impressive than that of China, Carthage or Victorian England, not to mention Rooseveltian America or the worm-eaten Europe of the 20th Century. They will always have, moreover, immensely greater value than any other civilization as being two of the principal fountain heads of modern life. Then, as now, the sympathetic understanding of another civilization will involve a knowledge of its language. And when you add the further advantage in the present instance that these languages are themselves so beautifully and so logically developed, that their mastery tends to form invaluable habits of the intellect, you can readily understand why Jesuit colleges of liberal arts have no intention of abandoning Latin and Greek. The same is even more true of systematic philosophy. Sixty years from now our students will still be learning to think, not in bunches, but in an orderly process that turns all the stones and picks up loose threads as it goes. They will still be learning to analyze, a rare enough thing even now in this age of synthesis. They will still be welding together more through philosophy than any other means all their literature and their social and physical sciences; welding them into a definite interpretation of their own experience and of the world in which they will be living at that time. Science will, as always, have its place. But it will be a place definitely subordinate to literature and philosophy. For we can anticipate nothing that will change our conviction with regard to the end of the liberal arts. While we remain what we are, we can never regard that end as the accumulation of facts or skills. We shall always be content to train the attitudes of our students, to let others train their hands. We shall never

try to evaluate an ode of Horace in terms of dollars and cents. We shall always be absorbed in the thrilling task of enriching the taste, sharpening the intellect and strengthening the will of future leaders of men. We have consistently resisted a dozen will-of-the-wisps through three generations of American floundering. We are not likely to follow any new ones in the next sixty years. The most influential of the present crop whose spirit has permeated every State of the Union with socialism, pragmatism and exaggerated experimentalism, has left us happily unscathed. We esteem the individual too highly to be thorough-going socialists. We are too devoted to principles which we regard as eternal to be entirely pragmatic. We are too impressed by the accumulated wisdom of the human race, by that treasure of experience to which each generation adds its small deposit of true gold, ever to have our schools ignore the past and start again as though no one else had ever lived before us. Sixty years from now, we shall still strive to honor the individual, to honor eternal principles and traditions but above all, to honor God, who is the reason for honoring all the rest.

Therefore, of this one fact we are more certain that of all the other predictions about our future schools that have gone before, Jesuit education in the year of Our Lord 2000 will still be definitely anti-naturalistic. It will be strong in its opposition to a system in which to quote de Hove "mental life is reduced to psychology, psychology to physiology, physiology to biology and biology to mechanism," in which "concepts become percepts, ideas become images or representations, intelligence becomes a function of the brain, the soul is reduced to matter, will is identified with instinct, freedom yields place to determinism." In which, to put it briefly, man is reduced to nature. You can be equally sure that all the symptoms and signs of naturalism will be absent, too. Relativity, with its fuzzy thinking about universal truth. Psychologism, with its desire to dissect human nature as one would the brain cells of a frog. Scorn of tradition, which makes everything old seem absurd. Scientism, which accepts the laboratory as the only source of truth. Methodicism, with its worship of "how" at the expense of "what." Scepticism, which worships the pursuit of truth, rather than truth itself. Bibliolatry, which worships mere production for its own sake; which rates a teacher solely by the number of books he may have published.

Perhaps the rejection of all this will not be as individualizing in the year 2000 as it is today. Perhaps this naturalism, with its easy and empty catch phrases may be as extinct as the white rhinoceros in another sixty years. Certainly American educators of today are not as openly enthusiastic about it as they were three generations ago. At that time, you may remember, it was popularized by Comte in philosophy, by Darwin in science, by Spencer in education and by Zola and Balzac in literature. It was so terrifically modern and so scientific in 1850, it was so easy to grasp and explained so much: "Nature is the source of all, all is explained by nature." My dear, it was as simple and as smart as stepping into a horse car. Then, too, it was so optimistic. All one had to do to be happy was to live in tune with nature. You know, clouds and rocks and things? Then, too, it had the distinct advantage of flattering the private judgment and doing away with the troublesome Ten Commandments. Unfortunately, however, the intervening century has emphasized the inadequacy of such a point of view, and now educators say they have abandoned naturalism. They haven't. They have abandoned only its name. All the derivative aberrations we mentioned above, beginning with Relativity and ending with Bibliolatry are still flourishing in American universities. It is still true that science is the main instrument of our national education, that it is still dehumanizing our schools, that it is still crowding out our liberal arts. As Max Scheler wrote in "Person und Sache": "There is no point perhaps in which modern minds are more in accord than on this one, namely, that nature and machinery, things which man should control, have come to dominate man more and more, that *things* are becoming more powerful, more beautiful, more noble, that *man* is becoming smaller and more insignificant, a mere cog in the machine he has built." Sixty years from now, we Jesuits shall be still specializing in human nature. The tide may be with us or against us. It varies in different generations. We shall be just as interested as ever in man's importance, man's absolute and relative importance. We shall still be absorbed in problems that center on the double role he plays as creature and lord of creation because when we cease to consider this, the starting point of all our education, we shall no longer be ourselves; our education will be something else.

In one way, therefore, our future is wholly unpredictable. Sixty years from now we may be just a picturesque chapter in the history of education, a phenomenon of the Renaissance that lasted into the bloody and barbarous 20th Century. If, however, the human race muddles through its difficulties and normal life returns, if the Jesuits are still conducting liberal arts colleges in a free United States, they will be following a rejuvenated, stream-lined, but still quite recognizable Ratio Studiorum.

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

LIST OF APPROVED COLLEGES, JUNIOR COLLEGES AND STATE TEACHERS COLLEGES

JANUARY 1, 1941

The original list was adopted in 1921. In the case of colleges subsequently approved the date of approval is given. Engineering schools were first included in 1927, Junior Colleges in 1932, and Teachers Colleges in 1937. The city following the name of the college is the post office, as listed in the U. S. Postal Guide.

COLLEGE	LOCATION	HEAD
DELAWARE		
University of Delaware.....	Newark	Walter Hullihen
DISTRICT OF COLUMBIA		
Catholic University of America..	.....	Rev. Joseph Corrigan
Dunbarton College .....(1940)	.....	Sister Rose Elizabeth
George Washington University..	.....	Cloyd H. Marvin
Georgetown University ... (1922)	.....	Arthur A. O'Leary, S.J.
Howard University .....	.....	Mordecai W. Johnson
Trinity College.....	.....	Sister Catherine Dorothea
MARYLAND		
College of Notre Dame of Maryland (1925)	Baltimore	Sister Mary Frances
Goucher College.....	Baltimore	David Allan Robertson
Hood College (1922)	Frederick	Henry Irvin Stahr
Johns Hopkins University.....	Baltimore	Isaiah Bowman
Loyola College (1931)	Baltimore	Edward B. Bunn, S.J.
Morgan State College (1925)	Baltimore	D. O. W. Holmes
Mount St. Mary's College. (1922)	Emmitsburg	Rev. John L. Sheridan
St. Joseph's College..... (1927)	Emmitsburg	Sister Paula
University of Maryland.....	College Park	Harry C. Byrd
Washington College (1925)	Chestertown	Gilbert W. Mead
Western Maryland College..... (1922)	Westminster	Fred G. Holloway
NEW JERSEY		
College of St. Elizabeth.....	Convent	Sister Marie Jose Byrne
Drew University (1932)	Madison	Arlo Ayres Brown
Georgian Court College.. (1922)	Lakewood	Mother M. Cecelia Scully
New Jersey College for Women..	New Brunswick.....	Margaret T. Corwin
Newark College of Engineering.. (1934)	Newark	Allan R. Cullimore
Princeton University.....	Princeton	Harold W. Dodds
Rutgers University.....	New Brunswick.....	Robert Clarkson Clothier
St. Peter's College..... (1935)	Jersey City.....	V. Rev. Dennis J. Domey, S.J.
Seton Hall College..... (1932)	South Orange.....	Rev. James F. Kelley
Stevens Institute of Technology.. (1927)	Hoboken	Harvey N. Davis
Upsala College..... (1936)	East Orange.....	Rev. Evald B. Lawson
NEW YORK		
Adelphi College	Garden City.....	Paul Dawson Eddy
Alfred University	Alfred	John Nelson Norwood
Bard College.....	Annandale-on-Hudson	Dean Chas. H. Gray

COLLEGE	LOCATION	HEAD
Barnard College.....	New York City	Virginia C. Gildersleeve
Brooklyn College..... (1933)	Brooklyn	Harry B. Gideonse
Canisius College.....	Buffalo	Rev. Francis A. O'Malley
Clarkson College of Technology.. (1927)	Potsdam	James S. Thomas
Colgate University.....	Hamilton	George Barton Cutten
College of the City of New York	New York City.....	Nelson P. Mead
College of Mount St. Vincent...	New York City.....	Sister Catharine Marie
College of New Rochelle.....	New Rochelle	Rev. Mother Ignatius
College of St. Rose..... (1928)	Albany	Sister Rose of Lima
Columbia University ¹	New York City.....	Nicholas Murray Butler
Cornell University.....	Ithaca	Edmund E. Day
D'Youville College..... (1928)	Buffalo	Mother Grace of the Sacred Heart
Elmira College	Elmira	William S. A. Pott
Fordham University	New York City.....	Rev. Robert I. Gannon
Good Counsel College.... (1930)	White Plains	Rev. Mother Aloysia
Hamilton College	Clinton	William Harold Cowley
Hobart College	Geneva	William A. Eddy
Hofstra College..... (1940)	Hempstead, L. I.	Truesdel Peck Calkins
Houghton College	Houghton	Stephen W. Paine
Hunter College.....	New York City.....	George N. Shuster
Keuka College..... (1927)	Keuka Park	J. Hillis Miller
Manhattan College	New York City.....	Brother A. Victor
Manhattanville College of the Sacred Heart..... (1926)	New York City.....	Grace Dammann
Marymount College	Tarrytown	Mother M. Gerard
Nazareth College	Rochester	Rev. Mother Rose Miriam
New York University.....	New York City.....	Harry Woodburn Chase
Niagara University..... (1922)	Niagara Falls.....	Rev. Joseph M. Noonan
Polytechnic Institute of Brooklyn. (1927)	Brooklyn	Harry S. Rogers
Rensselaer Polytechnic Institute.. (1927)	Troy	William Otis Hotchkiss
Russell Sage College..... (1928)	Troy	James L. Meader
St. Bonaventure's College.. (1924)	St. Bonaventure.....	Thomas Plassmann
St. John's University.....	Brooklyn	Rev. Edward J. Walsh
St. Joseph's College for Women.. (1928)	Brooklyn	Rev. Thomas E. Molloy
St. Lawrence University.....	Canton	Millard H. Jencks
Sarah Lawrence College.. (1937)	Bronxville	Constance Warren
Skidmore College..... (1925)	Saratoga Springs.....	Henry T. Moore
William Smith College.....	Geneva	William A. Eddy
Syracuse University.....	Syracuse	Charles W. Flint
Union College	Schenectady	Dixon Ryan Fox
University of Buffalo.....	Buffalo	Samuel P. Capen
University of Rochester.....	Rochester	Alan C. Valentine
Vassar College	Poughkeepsie	Henry Noble MacCracken
Wagner Memorial Lutheran College	Staten Island	Clarence C. Stoughton
Wells College	Aurora	William E. Weld
PENNSYLVANIA		
Albright College	Reading	Harry V. Masters
Allegheny College	Meadville	William Pearson Tolly
Bryn Mawr College.....	Bryn Mawr	Marion E. Park
Bucknell University.....	Lewisburg	Arnaud Cartwright Marts
Carnegie Institute of Technology	Pittsburgh	Robert E. Doherty
College of Chestnut Hill.. (1930)	Philadelphia	Sister Maria Kostka
College of Misericordia	Dallas	Sister Mary Pierre
Dickinson College	Carlisle	Fred P. Corson
Drexel Institute of Technology.. (1927)	Philadelphia	Parke Rexford Kolbe
Franklin and Marshall College..	Lancaster	John A. Schaeffer

COLLEGE	LOCATION	HEAD
Geneva College .....(1922)	Beaver Falls	McLeod M. Pearce
Gettysburg College	Gettysburg	Henry W. A. Hanson
Grove City College.....(1922)	Grove City	Weir C. Ketler
Haverford College.....	Haverford	Felix Morley
Immaculata College.....(1928)	Immaculata	Rev. F. J. Furey
Juniata College.....(1922)	Huntingdon	Charles C. Ellis
Lafayette College	Easton	William Mather Lewis
LaSalle College.....(1930)	Philadelphia	Brother E. Anselm
Lebanon Valley College...(1922)	Annaville	Clyde A. Lynch
Lehigh University	Bethlehem	Clement C. Williams
Lincoln University.....(1922)	Lincoln University	Walter Livingston Wright
Marywood College.....	Scranton	Mother M. Josepha
Mercyhurst College.....(1931)	Erie	Mother M. Borgia Egan
Moravian College (for Men)....(1922)	Bethlehem	William N. Schwarze
Mount Mercy College....(1935)	Pittsburgh	Mother M. Irenaeus Dougherty
Muhlenberg College.....	Allentown	Levering Tyson
Pennsylvania College for Women (1924)	Pittsburgh	Herbert L. Spencer
Pennsylvania State College.....	State College	Ralph D. Hetzel
Rosemont College.....(1930)	Rosemont	Mother M. Cleophas
St. Francis College.....(1939)	Loretta	Rev. Edward P. Caraher, T.O.R.
St. Joseph's College.....(1922)	Philadelphia	Rev. Thomas J. Love, S.J.
St. Vincent College.....	Latrobe	R. Rev. Alfred Koch
Seton Hill College.....	Greensburg	Jas. A. Wallace Reeves
Susquehanna University...(1930)	Selinsgrove	G. Morris Smith
Swarthmore College.....	Swarthmore	John W. Nason
Temple University.....	Philadelphia	Charles Ezra Beury
University of Pennsylvania.....	Philadelphia	Thomas S. Gates
University of Pittsburgh.....	Pittsburgh	John G. Bowman
University of Scranton....(1927)	Scranton	Brother Denis Edward
Ursinus College.....	Collegeville	Norman E. McClure
Villa Maria College.....(1933)	Erie	Rev. Joseph J. Wehrle
Villanova College.....	Villanova	Rev. E. V. Stanford
Washington & Jefferson College..	Washington	Ralph C. Hutchison
Westminster College.....	New Wilmington.....	Robert F. Galbreath
Wilson College.....(1922)	Chambersburg	Paul S. Havens

APPROVED LIST OF JUNIOR COLLEGES

COLLEGE	LOCATION	HEAD
Alliance Junior College...(1938)	Cambridge Sps., Pa.	John J. Kolasa
Bennett Junior College...(1938)	Millbrook, N. Y.	Miss Courtney Carroll
Bucknell University Junior College.....(1937)	Wilkes-Barre, Pa.	Eugene S. Farley, Director
Centenary Collegiate Institute... (1932)	Hackettstown, N. J.	Robert J. Trevorrow
Columbia Junior College..(1933)	Washington, D. C.	B. G. Wilkinson
Finch Junior College.....(1940)	New York City.....	Miss Jessica Cosgrave
Immaculata Junior College..... (1937)	Washington, D. C.	Sister Mary Genevieve
Junior College of Georgetown Visitation Convent...(1933)	Washington, D. C.	Sister Margaret Mary Sheerin
Mount Saint Agnes Junior College.....(1937)	Mount Washington, Baltimore, Md.	Sister M. Pius
Packer Collegiate Institute..... (1932)	Brooklyn, N. Y.	Paul David Shafer
St. Charles College.....(1939)	Catonsville, Md.	Rev. George A. Gleason, S.S.

APPROVED LIST OF JUNIOR COLLEGES—Continued

COLLEGE	LOCATION	HEAD
Scranton-Keystone Junior College (1936)	La Plume, Pa.	Byron S. Hollinshead
Williamsport-Dickinson Junior College (1934)	Williamsport, Pa.	Rev. John W. Long

TEACHERS COLLEGES

New Jersey State Teachers College (1937)	Montclair, N. J.	Harry A. Sprague
New Jersey State Teachers College (1938)	Trenton, N. J.	Roscoe L. West
New York State Teachers College (1938)	Albany, N. Y.	John M. Sayles, Acting President
State Teachers College.... (1939)	Shippensburg, Pa.	Albert Lindsay Rowland

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

LIST OF ACCREDITED SECONDARY SCHOOLS

JANUARY 1, 1941

(The date of first accreditation follows the name of the school. The city following the name of the school is the post office, as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
DELAWARE		
Alexis I. duPont High School.... (1939)	Wilmington P. O. (Kennett Pike) (Special School District)	Thomas W. Howie
Archmere Academy (1941)	Claymont	Rev. Daniel F. Hurley
Caesar Rodney High School.... (1934)	Camden	William B. Simpson
Claymont High School.... (1930)	Claymont	H. E. Stahl
Delaware City High School..... (1937)	Delaware City	R. Rogers Fouracre
Dover Community School (formerly Dover High School) (1930)	Dover	E. Hall Downes
Georgetown High School.. (1934)	Georgetown	Franklin J. Butz
Harrington High School.. (1932)	Harrington	Jacob C. Messner
John Bassett Moore High School (1928)	Smyrna	George R. Miller, Jr.
Laurel High School (1936)	Laurel	Charles P. Helm
Lewes High School..... (1932)	Lewes	Richard A. Shields
Middletown High School.. (1937)	Middletown	Gilbert Nickel
Milford High School (1936)	Milford	Robert E. Shilling
Newark High School (1928)	Newark	William K. Gillespie
Saint Andrew's School.... (1936)	Middletown	Rev. Walden Pell, 2nd
Sanford Preparatory School of the Sunny Hills School.... (1938)	Wilmington	Mrs. Ellen Q. Sawin
Seaford High School (1930)	(Box 293) Seaford	Milman E. Prettyman
State College for Colored Students (High School Dept.) (1931)	Dover	Miss V. E. Jenkins
Tower Hill School..... (1928)	Wilmington	Burton P. Fowler
Ursuline Academy (1928)	(17th St. & Tower Rd.) Wilmington	Mother Margaret Mary
William Penn High School..... (1934)	(1106 Pennsylvania Ave.) New Castle	Charles E. Smith
Wilmington Friends School..... (1928)	Wilmington	Wilmot R. Jones
<i>Wilmington Public High Schools:</i>		
Howard High School... (1930)	Wilmington	George A. Johnson
Pierre S. duPont High School (1936)	(13th & Poplar Sts.) Wilmington	R. L. Talbot
Wilmington High School..... (1928)	(34th & VanBuren Sts.) Wilmington	Clarence A. Fulmer
	(Delaware Ave. & Monroe St.)	

SCHOOL	LOCATION	HEAD
DISTRICT OF COLUMBIA		
Academy of the Holy Cross..... (1930)	Washington (2935 Upton St., N. W., Dunbarton Heights)	Sister Maria Antonia
Academy of Notre Dame..(1931)	Washington (North Capitol & K Sts., N. E.)	Sister Julitta
Academy of the Sacred Heart... (1932)	Washington (1621 Park Rd., N. W.)	Sister Mary Irene Buckley
Devitt School .....(1928)	Washington (2955 Upton St., N. W.)	{Dwight C. Bracken {John F. Byerly
Georgetown Visitation Convent .. (1930)	Washington (1500 35th St., N. W., Georgetown Heights)	Sister Margaret Mary Sheerin
Gonzaga College High School .. (1933)	Washington (27 Eye St., N. W.)	Rev. Francis E. Garner
Gunston Hall .....(1928)	Washington (1906 Florida Ave., N. W.)	{Miss Mary L. Gildersleeve {Miss Mary B. Kerr
Holton-Arms School .....(1928)	Washington (2125 S St., N. W.)	Mrs. Jessie Moon Holton
Holy Trinity High School.(1933)	Washington (36th & O Sts., N. W., Georgetown)	Sister M. Josepha Higgins
Immaculata Seminary ....(1928)	Washington (4300 Wisconsin Ave., N. W.)	Sister Angela Marie
Mount Vernon Seminary..(1928)	Washington (3801 Nebraska Ave., N. W.)	Miss Helen C. Hastings
National Cathedral School (Girls) .....(1932)	Washington (Wisconsin Ave. & Woodley Rd., N. W., Mount Saint Alban)	Miss Mabel B. Turner
Saint Albans, The National Cathedral School for Boys.. (1928)	Washington (Massachusetts & Wisconsin Aves., N. W., Mount Saint Alban)	Rev. Albert H. Lucas
Saint Anthony High School (1938)	Washington (12th & Lawrence Sts., N. E., Brookland)	Sister M. Theresa
Saint Cecilia's Academy ..(1934)	Washington (601 E. Capitol St.)	Sister M. Agneze
Saint John's College High School .....(1929)	Washington (1225 Vermont Ave., N. W.)	Brother E. Joseph
Saint Paul's Academy....(1934)	Washington (1421 Vee St., N. W.)	Sister M. Rose Estelle
Saint Rose's Technical School .. (1940)	Washington (2200 California St., N. W.)	Sister Ambrose
Sidwell Friends School, The.... (1928)	Washington (3901 Wisconsin Ave., N. W.)	Albert E. Rogers
<i>Washington Public High Schools:</i>		
Anacostia High School.(1939)	Washington (16th & R Sts., S. E., Anacostia)	John Paul Collins
Armstrong High School.(1929)	Washington (O St. bet. 1st & 3rd, N. W.)	Harold A. Haynes
Cardozo High School ..(1932)	Washington (9th St. & Rhode Island Ave., N. W.)	Robert N. Mattingly

SCHOOL	LOCATION	HEAD
McKinley High School.. (1929)	Washington (2nd & T Sts., N. E.)	Frank C. Daniel
Paul Lawrence Dunbar High School (1929)	Washington (1st & N Sts., N. W.)	Walter L. Smith
Theodore Roosevelt High School (1929)	Washington (13th & Upshur Sts., N. W.)	Miss May P. Bradshaw
Washington Central High School (1929)	Washington (13th & Clifton Sts., N. W.)	Lawrence G. Hoover
Washington Eastern High School (1929)	Washington (17th & E. Capitol Sts.)	Charles S. Hart
Washington Western High School (1929)	Washington (35th & R Sts., N. W.)	Dr. Elmer S. Newton
Woodrow Wilson High School (1937)	Washington (Nebraska Ave. & Chesapeake St.)	Norman J. Nelson
Woodward School for Boys ... (1928)	Washington (1736 G St., N. W.)	James J. King
MARYLAND		
Annapolis High School.... (1940)	Annapolis (Chase Ave. at Constitution Ave.)	Dr. Howard A. Kinhart
Baltimore Friends School. (1928)	Baltimore (5114 N. Charles St., Homeland)	Edwin C. Zavitz
<i>Baltimore Public High Schools:</i>		
Baltimore Eastern High School (1928)	Baltimore (33rd St. & Loch Raven Rd.)	Miss Laura J. Cairnes
Baltimore Polytechnic Institute (1928)	Baltimore (North Ave. & Calvert St.)	Wilmer A. Dehuff
Baltimore Southern Junior-Senior High School. (1935)	Baltimore (Warren Ave. & William St.)	John H. Schwatka
Baltimore Western High School (1928-33; 1935)	Baltimore (Pulaski St. & Gwynns Falls Parkway)	Miss Mildred M. Coughlin
Forest Park High School..... (1928-32; 1936)	Baltimore (Chatham Rd. & Eldorado Ave.)	Wendell E. Dunn
Frederick Douglass Senior-Junior High School. (1928)	Baltimore (Calhoun & Baker Sts.)	Harry T. Pratt
Patterson Park Junior-Senior High School (1940)	Baltimore (Ellwood Ave. & Pratt St.)	Norman L. Clark
Bel Air High School..... (1938)	Bel Air (E. Gordon St.)	Benjamin S. Carroll
Bethesda-Chevy Chase Senior High School (1931)	Bethesda (320 Cathedral St.)	Thomas W. Pyle
Brunswick Junior-Senior High School (1928)	Brunswick (320 Cathedral St.)	Arvin P. Jones
Calvert Hall High School. (1928)	Baltimore (Bloomsbury Ave., Catonsville)	Brother E. James
Catonsville High School.. (1929)	Baltimore (Bloomsbury Ave., Catonsville)	D. W. Zimmerman

SCHOOL	LOCATION	HEAD
Chevy Chase Junior College for Girls (High School Dept.) (formerly Chevy Chase Senior High School for Girls) (1929)	Chevy Chase (6410 Connecticut Ave., N. W.)	Miss Miriam Chambers
<i>Cumberland Public High Schools:</i>		
Allegany High School.. (1928)	Cumberland (616 Sedgwick St.)	Ralph R. Webster
Fort Hill High School.. (1931)	Cumberland	Victor D. Heisy
Frederick High School.... (1928)	Frederick	Wilbur Devilbiss
Gaithersburg Junior-Senior High School (1932)	Gaithersburg	Maxwell E. Burdette
Georgetown Preparatory School (1928)	Garrett Park (Rockville Pike)	Rev. Robert P. Arthur
Gilman Country School for Boys (1936)	Baltimore (5047 Roland Ave., Roland Park)	E. Boyd Morrow
Glen Burnie High School.. (1936)	Glen Burnie	Miss Louise Tod Motley
Greenwood School (1937)	Baltimore (Boyce Ave., Ruxton)	Miss Mary A. Elcock
Hagerstown High School.. (1928)	Hagerstown	John D. Zentmyer
Hannah Moore Academy.. (1931)	Reisterstown	Miss Laura Fowler
Landon School for Boys... (1936)	Washington, P. O., D. C. ... (Bradley Blvd., Edgemoor, Md.)	Paul L. Banfield
Loyola High School of Baltimore (1933)	Baltimore (Calvert & Monument Sts.)	Rev. John A. Convery
McDonogh School (1928)	McDonogh	Major Louis E. Lamborn
Montgomery Blair Senior High School (1932)	Silver Spring	Edgar Meritt Douglass
Mount Saint Agnes School. (1928)	Baltimore (Mount Washington)	Sister M. Kathleen
Mount Saint Joseph's College (High School) (1933)	Baltimore (Carroll Station)	Brother Oswald
Notre Dame of Maryland—High School (1928)	Baltimore (Charles Street Ave., Roland Park)	Sister M. Coeline
Park School, The (1928)	Baltimore (3025 Liberty Heights Ave.)	Hans Froelicher, Jr.
Richard Montgomery High School (1932)	Rockville	L. Fletcher Schott
Roland Park Country School.... (1928)	Baltimore (817 W. University Park-way, Roland Park)	Miss Elizabeth M. Castle
Saint Charles College High School (1939)	Baltimore (Maiden Choice Lane, Catonsville)	Rev. Daniel C. Fives
Saint James School (1930)	Saint James School Post Office	James B. Drake
Saint Joseph's High School (1930)	Emmitsburg	Sister Genevieve Miller
Saint Mary's Female Seminary.. (1931)	Saint Mary's City	Miss M. Adele France
Seton High School (1931)	Baltimore (2800 N. Charles St.)	Sister Mary Louise
Sherwood High School.... (1932)	Sandy Spring	Austin A. La Mar, Jr.
Takoma Academy..... (1935)	Washington, P. O., D. C. ... (Takoma Park, Md.)	Floyd O. Rittenhouse
Tome School, The..... (1928)	Port Deposit	Trentwell Mason White

SCHOOL	LOCATION	HEAD
Town School (High School Department) of the Jacob Tome Institute .....(1930)	Port Deposit	William K. Cumming
Trinity Preparatory School.....(1941)	Ilchester	Sister Evelyn Marie
West Nottingham Academy.....(1932)	Colora	J. Paul Slaybaugh
Wicomico High School....(1932)	Salisbury	Clarence H. Cordrey
NEW JERSEY		
A. J. Demarest High School ....(1928)	Hoboken	Arthur E. Stover
Abraham Clark High School....(1932)	(4th & Garden Sts.) Roselle	George F. Freifeld
Academy of Holy Angels.(1933)	Fort Lee	Sister M. Frances Therese
Academy of Saint Elizabeth.....(1928)	Convent Station	Sister Marie Josephine
Admiral Farragut Academy.....(1937)	Pine Beach	Earle Russell Closson
Asbury Park High School.(1928)	Asbury Park	Charles S. Huff
Atlantic City High School.(1939)	Atlantic City	Charles R. Hollenbach
	(Albany & Atlantic Aves.) Atlantic Highlands	Herbert S. Meinert
Audubon High School.....(1931)	Audubon	Miss Grace N. Kramer
Bayonne Senior High School.....(1928)	Bayonne	Dr. Howard T. Merity
Beard's School for Girls, Miss..(1928)	Orange	Miss Lucie C. Beard
	(560 Berkeley Ave.) Belleville	H. D. Kittle
Belleville High School....(1934)	Belleville	W. Ross Andre
Bernards High School....(1928)	Bernardsville	Dr. Charles H. Breed
Blair Academy.....(1928)	Blairstown	Joseph Ellsworth Poole
Bloomfield High School....(1928)	Bloomfield	Earl E. Purcell
Bogota High School	Bogota	Clarence E. Boyer
Boonton High School	Boonton	Harold Morrison Smith
Bordentown Military Institute... (1928)	Bordentown	
Bound Brook High School.(1928)	Bound Brook	G. Harvey Nicholls
Bridgeton High School....(1931)	Bridgeton	Harry C. Smalley
Burlington High School...(1928)	Burlington	Miss Elizabeth A. Ditzell
Camden Catholic High School... (1934)	Camden	Sister Mary Christine
	(7th & Federal Sts.) Camden	Carleton R. Hopkins
Camden High School....(1928)	(Park Blvd. & Baird Ave.) Cape May	Paul S. Ensminger
Cape May High School...(1938)	Carteret	Miss Anna Drew Scott
Carteret High School....(1929)	Carteret	Dr. Eugene M. Hinton
Carteret School for Boys..(1928)	Orange	
	(700 Prospect Ave., West Orange) Chatham	Dr. Everett V. Jeter
Chatham Borough High School.. (1939)	Chatham	
Cliffside Park Senior-Junior High School	Cliffside Park	Dr. Robert L. Burns
Clifton High School.....(1928)	Clifton	Walter F. Nutt
Closter High School.....(1932)	Closter	C. F. Sailer
College High School of the State Teachers College at Montclair	Upper Montclair	Arthur M. Seybold
(1935)		
Collingswood Senior High School	Collingswood	Percy S. Eichelberger
Columbia Senior High School... (1928)	South Orange	Curtis H. Threlkeld
	(17 Parker Ave.) Cranford	Ray A. Clement
Cranford High School....(1928)	Cranford	

SCHOOL	LOCATION	HEAD
Dover High School.....(1928)	Dover	William S. Black
Dumont High School.....(1939)	Dumont	Alfred W. Heath
Dunellen High School....(1938)	Dunellen	W. F. Bolen
Dwight Morrow High School.... (1928)	Englewood	George W. Paulsen
<i>East Orange Public High Schools:</i>		
Clifford J. Scott High School.. (1940)	East Orange	Dr. Lemuel R. Johnston
East Orange High School..... (1928)	(129 Renshaw Ave.) East Orange	Ralph E. Files
East Rutherford High School.... (1938)	(34 N. Walnut St.) East Rutherford	George L. Dierwechter
<i>Elizabeth Public High Schools:</i>		
Battin High School.....(1928)	Elizabeth	William M. Duncan
Thomas Jefferson High School. (1931)	(South & S. Broad Sts.) Elizabeth	Porter W. Averill
Englewood School for Boys..... (1940)	(East Scott Place) Englewood	Marshall L. Umpleby
Fine's School, Miss.....(1941)	(363 E. Palisade Ave.) Princeton	Miss Katherine B. Shippen
Flemington High School....(1928)	Flemington	Harold S. Goldsmith
Fort Lee Junior-Senior High School	Fort Lee	Arthur E. Stukey
Freehold High School.....(1928)	Freehold	Miss Lillian F. Lauler
Garfield High School.....(1928)	Garfield	Nathan E. Lincoln
	(Palisade Ave.)	
Glassboro High School....(1931)	Glassboro	Leon C. Lutz
Glen Ridge Senior High School.. (1928)	Glen Ridge	Alfred C. Ramsay
Gloucester City Junior-Senior High School..(1928-33; 1936)	Gloucester City	Wendell Sooy
Grover Cleveland High School.. (1928)	Caldwell	Richard M. Elsea
Hackensack Senior High School.. (1928)	Hackensack	Dr. Boutelle E. Lowe
Hackettstown High School.(1930)	Hackettstown	Frank A. Souders
Haddon Heights High School... (1928)	Haddon Heights	Miss Emily P. Rockwood
Haddonfield Memorial High School	Haddonfield	William W. Reynolds
Hammononton High School..(1928)	Hammononton	Paul S. Gillespie
Harrison High School....(1928)	Harrison	William F. Grant
Hartridge School.....(1933)	Plainfield	Miss Frances Hurrey
Hasbrouck Heights High School. (1929)	Hasbrouck Heights	John William MacDonald
Hawthorne High School..(1936)	Hawthorne	George J. Geier
Highland Park High School..... (1940)	Highland Park	Alger Y. Maynard
Hightstown High School..(1928)	Hightstown	Dr. Joseph L. Schultz
Hillside High School.....(1930)	Elizabeth	Wilbur H. Cox
	(135 Coe Ave., Hillside)	
Irvington High School....(1928)	Newark	Edward D. Haertter
	(1253 W. Clinton Ave., Irvington)	
<i>Jersey City Public High Schools:</i>		
Henry Snyder High School.... (1940)	Jersey City	John M. Kerwin
James J. Ferris High School.. (1940)	(Bergen & Myrtle Aves.) Jersey City	John O'Regan
Lincoln High School....(1928)	(Coles & 7th Sts.) Jersey City	Thomas H. Quigley
	(Crescent Ave.)	

SCHOOL	LOCATION	HEAD
William L. Dickinson High School (1928)	Jersey City (Newark & Palisades Ave.)	Dr. Frank J. McMackin
Kearny High School..... (1928)	Arlington (Devon St., Kearny)	George G. Mankey
Kent Place School..... (1928-36; 1938)	Summit	Miss Harriet L. Hunt
Lakewood Junior-Senior High School (1928)	Lakewood	Oliver B. Lane
Lawrenceville School (1928)	Lawrenceville	Allan Vanderhoef Heely
Leonia High School..... (1928)	Leonia	Carl W. Suter
Linden High School..... (1928)	Linden	Miss Lida M. Ebbert
Lodi High School..... (1939)	Lodi	Marinus Charles Galanti
Long Branch Senior High School (1928)	Long Branch	R. Preston Shoemaker, Jr.
Lyndhurst High School.... (1930)	Lyndhurst	Edmund Burke
Madison High School..... (1928)	Madison	Ward A. Shoemaker
Manasquan High School.. (1935)	Manasquan	Dr. Marion C. Woolson
Merchantville High School..... (1932)	Merchantville	J. Hunter Howard
Metuchen High School.... (1928)	Metuchen	Elmo E. Spoerl
Middle Township High School.. (1928)	Cape May Court House ...	Carroll F. Wilder
Middletown Township High School (1936)	Leonardo	Paul I. Redcay
Millburn High School (1928)	Millburn	R. John Bretnall
Montclair Academy (1928)	Montclair	Walter D. Head
Montclair High School.... (1928)	Montclair	Harold A. Ferguson
Moorestown Friends' School (1928)	Moorestown	Chester L. Reagan
Moorestown High School.. (1928)	Moorestown	Dr. Mary E. Roberts
Morristown School (1933)	Morristown	Earl N. Evans
Mount Holly High School (1928-35; 1938)	Mount Holly	Waldro J. Kindig
Mount Saint Dominic Academy.. (1934)	Caldwell	Sister M. Servatia
Mount Saint Mary's Academy... (1937)	Plainfield (North Plainfield Sta.)	Sister Mary Wilfred
Mountain Lakes High School.... (1940)	Mountain Lakes	H. L. Schofield
Neptune Township High School.. (1928)	Ocean Grove	Harry A. Titcomb
New Brunswick Senior High School (1928)	New Brunswick	Robert C. Carlson
Newark Academy (1928)	Newark (215 First St.)	H. Paul Abbott
<i>Newark Public High Schools:</i>		
Barringer High School.. (1928)	Newark (Parker St.)	Michael R. McGreal
Newark Central Commercial and Technical High School (1928)	Newark (345 High St.)	Stanton A. Ralston
Newark East Side Commercial and Technical High School (1928)	Newark (238 Van Buren St.)	William V. Wilmot
Newark South Side High School (1933)	Newark (94 Johnson Ave.)	Arthur W. Belcher
Newark Weequahic High School (1935)	Newark (279 Chancellor Ave.)	Max J. Herzberg
Newark West Side High School (1929)	Newark (425 S. Orange Ave.)	Reyburn A. Higgins

SCHOOL	LOCATION	HEAD
Newman School.....(1928)	Lakewood	Xavier Prum
North Plainfield High School.... (1928)	Plainfield	Howard G. Spalding
	(Greenbrook Rd., North Plainfield)	
Nutley High School.....(1928)	Nutley	Dr. Floyd E. Harshman
Ocean City High School... (1928)	Ocean City	George W. Meyer
Orange High School.....(1928)	Orange	Howard L. Goas
Palmyra High School.....(1930)	Palmyra	Miss Veva M. Brower
Park Ridge High School.. (1930)	Park Ridge	Mrs. May E. Hallett
Passaic Senior High School..... (1928)	Passaic	O. A. Kennedy
<i>Paterson Public High Schools:</i>		
Paterson Central High School.. (1928)	Paterson	Joseph F. Manley
	(Hamilton St.)	
Paterson Eastside High School. (1928)	Paterson	Francis R. North
	(Park Ave.)	
Paulsboro High School....(1928- 33; 1936)	Paulsboro	J. Dale McKibben
Peddle School, The.....(1928)	Hightstown	Wilbour Eddy Saunders
Pemberton High School... (1935)	Pemberton	M. Gregg Hibbs, Jr.
Pennington School for Boys..... (1930-35; 1937)	Pennington	Dr. Francis Harvey Green
Perth Amboy High School. (1928)	Perth Amboy	Will W. Ramsey
Pingry School, The.....(1928)	Elizabeth	E. Laurence Springer
	(87 Parker Rd.)	
Pitman High School.....(1928)	Pitman	L. Arthur Walton
Plainfield High School....(1928)	Plainfield	Dr. Galen Jones
Point Pleasant Beach High School (1939)	Point Pleasant Beach	Joseph E. Clayton
	(Trenton & Bay Aves.)	
Princeton Junior-Senior High School	Princeton	Dr. Ted B. Bernard
Prospect Hill School.....(1928)	Newark	Dr. Albert A. Hamblen
	(346 Mount Prospect Ave.)	
Rahway High School (1933)	Rahway	Ralph N. Kocher
Ramsey High School (1939)	Ramsey	Guy W. Moore
Red Bank Catholic High School.. (1934)	Red Bank	Sister Mary Angelica
Red Bank Senior High School... (1928)	Red Bank	Harry C. Sieber
Ridgefield Park High School (1930)	Ridgefield Park	Frederic K. Shield
Ridgewood High School .. (1928)	Ridgewood	George A. F. Hay
Roselle Park High School. (1928)	Elizabeth	G. Hobart Brown
	(Roselle Park)	
Roxbury High School.....(1938)	Succasunna	Vernard F. Group
Rumson High School.....(1940)	Rumson	Dr. Charles A. Wolbach
Rutgers Preparatory School, The (1928)	New Brunswick	Stanley Shepard, Jr.
Rutherford High School..... (1928-35; 1940)	Rutherford	Wilmot H. Moore
Saint Benedict's Preparatory School	Newark	Rev. Boniface Reger
	(520 High St.)	
Saint John Baptist School . (1935)	Mendham	Sister Agnes Genevieve
Saint Mary's Cathedral Girls' Catholic High School . (1940)	Trenton	Sister Mary Concepta
	(Bank St.)	
Saint Mary's Hall.....(1936)	Burlington	Miss Florence Lukens Newbold
Saint Peter's College High School	Jersey City	Rev. Francis J. Shalloe
	(144 Grand St.)	
Scotch Plains High School. (1932)	Scotch Plains	William H. Flaherty
Seton Hall Preparatory School... (1931)	South Orange	Rev. William N. Bradley
	(400 South Orange Ave.)	

SCHOOL	LOCATION	HEAD
Somerville High School... (1928)	Somerville	Frank H. Lewis
Stevens Hoboken Academy..... (1935; 1937)	Hoboken	B. F. Carter
Summit High School..... (1934)	Summit	A. J. Bartholomew
Swedesboro High School.. (1928)	Swedesboro	Walter H. Hill
Teaneck High School..... (1935)	Teaneck	Charles L. Steel, Jr.
Tenafly High School..... (1928)	Tenafly	Karl L. Ritter
Trenton Central Senior High School (1928)	Trenton (Hamilton Ave. & Chambers St.)	Dr. Paul R. Spencer
<i>Union City Public High Schools:</i>		
Emerson High School ... (1929)	Union City (318 Eighteenth St.)	Joseph J. Maney
Union Hill High School. (1928)	Union City (768 Hudson Ave.)	Harry S. Stahler
Vail-Deane School..... (1928)	Elizabeth (618 Salem Ave.)	Miss Eleanor Denison
Vineland High School.... (1936)	Vineland	Mrs. Anna M. Clippinger
Washington High School.. (1934)	Washington	Donald H. Fritts
Weehawken High School (formerly Woodrow Wilson High School) (1928)	Union City (Hauxhurst Ave., Weehawken)	Robert vS. Reed
West Orange High School. (1928)	West Orange	Frederick W. Reimherr
Westfield Senior High School.... (1928)	Westfield	Dr. Frank N. Neubauer
Westwood High School... (1939)	Westwood	Charles S. Muschell
Wildwood High School... (1931)	Wildwood	Dr. John P. Lozo
William McFarland High School (formerly Bordentown High School) ... (1929-1933; 1935)	Bordentown	Miss Anna T. Burr
Woodbridge High School.. (1928)	Woodbridge	Arthur C. Ferry
Woodbury High School... (1928)	Woodbury	Lloyd L. Lammert
Woodstown High School.. (1928)	Woodstown	Miss Helen Sanford Jones
NEW YORK		
A. B. Davis High School. (1932)	Mount Vernon	Dr. Hugh H. Stewart
Adelphi Academy..... (1928)	Brooklyn, New York City... (282 Lafayette Ave.)	William Slater
Adirondack-Florida School..... (1941)	Onchiota	Kenneth O. Wilson
Albany Academy, The.... (1928)	Albany (Academy Rd.)	Harold T. Stetson
Albany Academy for Girls..... (1928)	Albany (155 Washington Ave.)	Miss Margaret Trotter
Albany High School..... (1939)	Albany (141 Western Ave.)	Dr. Harry E. Pratt
Aquinas Institute of Rochester... (1928)	Rochester (1127 Dewey Ave.)	Rev. J. H. O'Loane
Avon High School..... (1934)	Avon	James H. Green
Barnard School for Boys.. (1928)	Bronx, New York City.... (W. 244th St. & Cayuga Ave.)	Dr. William Livingston Hazen
Barnard School for Girls. (1930)	Bronx, New York City.... (554 Ft. Washington Ave.)	Miss Margaret D. Gillette
Batavia Junior-Senior High School (1932)	Batavia	Howard D. Weber
Bay Shore High School.. (1928)	Bay Shore.....	Warde G. McLaughlin
Bennett School of Liberal and Applied Arts (High School Department) (1938)	Millbrook	Miss Courtney Carroll

SCHOOL	LOCATION	HEAD
Berkeley Institute.....(1928)	Brooklyn, New York City.. (181 Lincoln Place)	Miss Ina C. Atwood
Binghamton Central High School (1928)	Binghamton	William M. Bush
Birch Wathen School.....(1936)	Manhattan, New York City (149 West 93rd St.)	Harrison W. Moore
Blessed Sacrament Convent School .....(1939)	Manhattan, New York City (168 West 79th St.)	Sister Maria
Brooklyn Friends School..(1928)	Brooklyn, New York City .. (112 Schermerhorn St.)	Douglas G. Grafflin
Brooklyn Preparatory School (1928)	Brooklyn, New York City ... (1150 Carroll St.)	Rev. John H. Klocke
Browning School for Boys.(1941)	Manhattan, New York City . (52 East 62nd St.)	Arthur J. Jones
Buffalo Seminary, The....(1928)	Buffalo	Miss L. Gertrude Angell
Calhoun School, The .....(1928)	Manhattan, New York City (309 West 92nd St.)	{Miss Mary E. Calhoun {Miss Ella C. Levis
Canandaigua Academy...(1928)	Canandaigua	Edward H. Lomber
Canisius High School of Buffalo (1928)	Buffalo	Dr. Lorenzo K. Reed
Cathedral School of Saint Mary (1928)	Garden City	Miss Marion B. Reid
Cazenovia Seminary, The.(1928)	Cazenovia	Daniel W. Terry
Chapin School, The, Ltd. .(1928)	Manhattan, New York City (100 East End Ave.)	Miss Ethel G. Stringfellow
Cohoes High School .....(1928)	Cohoes	Charles E. Wheeler
Collegiate School for Boys.(1928)	Manhattan, New York City (241 West 77th St.)	Wilson Parkhill
Columbia Grammar School	Manhattan, New York City	Frederic A. Alden
(1928)	(5 West 93rd St.)	
Columbia School of Rochester, The .....(1940)	Rochester	Mrs. Della E. Simpson
Corning Free Academy...(1928)	Corning	Wilbur T. Miller
Cortland Junior-Senior High School .....(1929)	Cortland	John H. Burke
De Veaux School.....(1928)	Niagara Falls.....	Dr. George Lloyd Barton, Jr.
Dobbs Ferry High School..(1935)	Dobbs Ferry.....	Harold C. Marcy
Drew Seminary for Young Women .....(1928)	Carmel	Dr. Herbert E. Wright
Dwight School .....(1928)	Manhattan, New York City (72 Park Ave.)	Ernest Greenwood
East Hampton High School.(1928)	East Hampton	Leon Q. Brooks
Eastchester High School..(1941)	Tuckahoe	Douglas S. MacDonald
	(White Plains Post Rd., at Stewart Place)	
Emma Willard School....(1928)	Troy	Dr. Eliza Kellas
Female Academy of the Sacred Heart .....(1928)	Albany	Mother L. Benziger
	(1 East 91st St.)	
Fieldston School of the Ethical Culture Schools .....(1928)	Bronx, New York City..... (Fieldston Rd. & Spuyten Duyvil Parkway)	Luther H. Tate
Fordham Preparatory School.... (1928)	Bronx, New York City.....	Rev. James J. Redmond
Franklin School .....(1928)	Manhattan, New York City (18 West 89th St.)	{David P. Berenberg {Clifford W. Hall
Fredonia High School ....(1928)	Fredonia	Claude R. Dye
Friends' Academy .....(1928)	Locust Valley	Harold A. Nomer

SCHOOL	LOCATION	HEAD
Friends' Seminary (1928)	Manhattan, New York City (15 Rutherford Place)	S. Archibald Smith
Garden Country Day School.... (1935)	Queens, New York City (33-16 79th St., Jackson Heights, Flushing)	Otis Preston Flower
Genesee Wesleyan Seminary.... (1928)	Lima	C. C. Edgett
Geneva High School (1928)	Geneva	Louis M. Collins
Goodyear-Burlingame School (1929)	Syracuse	Miss Marion S. Edwards
Great Neck High School.. (1928)	(625 James St.)	
Hackley School..... (1933)	Great Neck	Milford Franks
Harley School..... (1932)	Tarrytown	Madison Grant
	Rochester	Miss Louise M. Sumner
	(1981 Clover St., R.F.D. No. 1)	
Hastings-on-Hudson High School (1928)	Hastings-on-Hudson	C. Darl Long
Hempstead High School... (1935)	Hempstead	Dr. Raymond Maure
	(70 Greenwich St.)	
Horace Mann High School for Girls (1931)	Manhattan, New York City (551 West 120th St.)	Dr. Rollo G. Reynolds
Horace Mann School for Boys, The..... (1928)	Manhattan, New York City (231 West 246th St.)	Dr. Charles C. Tillinghast
Hornell Junior-Senior High School (1928)	Hornell	Edward W. Cooke
Hudson High School..... (1928)	Hudson	J. Pierson Ackerman
Hunter College High School..... (1929)	Manhattan, New York City (320 East 96th St.)	Dr. Jean F. Brown
Huntington High School.. (1928)	Huntington	Robert L. Simpson
Ithaca High School..... (1928)	Ithaca	Frank R. Bliss
Jamestown High School... (1928)	Jamestown	Merton P. Corwin
Johnson City High School. (1930)	Johnson City.....	Lawrence A. Wheeler
Johnstown High School... (1929)	Johnstown	William A. Wright
Kew-Forest School (1928)	Queens, New York City.... (Union Turnpike & Austin St., Forest Hills)	Louis D. Marriott
Knox School, The..... (1930)	Cooperstown	Mrs. Louise Phillips Houghton
La Salle Military Academy..... (1936)	Oakdale	Brother Ambrose
Lawrence High School.... (1933)	Lawrence	Cecil C. MacDonald
Lincoln School of Teachers College, Columbia University (1934)	Manhattan, New York City (425 West 123rd St.)	John R. Clark
Long Beach High School.. (1934)	Long Beach	Richard Maher
Loyola School..... (1928)	Manhattan, New York City (980 Park Ave., at 83rd St.)	Dr. Walter A. Reilly
McBurney School..... (1929)	Manhattan, New York City (5 West 63rd St.)	Thomas Hemenway
Mamaroneck High School. (1934)	Mamaroneck	T. James Ahern
Manhasset High School... (1928)	Manhasset	Kendall B. Howard
	(Memorial Place)	
Manlius School..... (1928)	Manlius	Dr. Guido F. Verbeck
Marcellus Central High School.. (1934)	Marcellus	Chester S. Driver
Marymount School (1928)	Tarrytown	Mother M. St. Clare
Masters School, The..... (1928)	Dobbs Ferry.....	Miss Evelina Pierce
Middletown High School.. (1938)	Middletown	Frederic P. Singer
Monticello High School... (1936)	Monticello	Kenneth L. Rutherford
Mount Saint Joseph Academy... (1934)	Buffalo	Mother M. Teresina
	(2064 Main St.)	

SCHOOL	LOCATION	HEAD
Mount Saint Mary's Academy... (1932)	Newburgh	Sister Mary Vincent
New Rochelle High School..... (1934)	New Rochelle.....	George H. Eckels
<i>New York City Public High Schools:</i>		
<i>Bronx Borough:</i>		
DeWitt Clinton High School (1928)	Bronx, New York City.... (Mosholu Parkway & Paul Ave.)	A. Mortimer Clark
Evander Childs High School (1928)	Bronx, New York City.... (800 East Gunhill Rd.)	Dr. Hymen Alpern
James Monroe High School.. (1928)	Bronx, New York City.... (Boynton Ave. & 172nd St.)	Dr. Henry E. Hein
Morris High School..(1928)	Bronx, New York City.... (166th St. & Boston Rd.)	Fred C. White
Theodore Roosevelt High School	(1928) Bronx, New York City.... (500 East Fordham Rd.)	William W. Rogers
Walton High School..(1928)	Bronx, New York City.... (Reservoir Ave. & 195th St.)	Dr. Marion C. Cahill
<i>Brooklyn Borough:</i>		
Alexander Hamilton High School of Commerce.... (1928)	Brooklyn, New York City... (150 Albany Ave.)	Dr. Jacob M. Ross
Brooklyn Boys High School.. (1928)	Brooklyn, New York City... (832 Marcy Ave.)	Alfred A. Tausk
Brooklyn Girls Commercial High School.....(1928)	Brooklyn, New York City... (883 Classon Ave.)	Mrs. Evelyn W. Allan
Brooklyn Manual Training High School.....(1928)	Brooklyn, New York City... (237 Seventh Ave.)	Dr. Horace M. Snyder
Brooklyn Technical High School	(1928) Brooklyn, New York City... (29 Fort Greene Place)	Dr. Albert L. Colston
Bushwick High School.(1928)	Brooklyn, New York City... (400 Irving Ave.)	Dr. Milo F. McDonald
Eastern District High School (1928)	Brooklyn, New York City... (227 Marcy Ave.)	Dr. Willard S. Sprague
Erasmus Hall High School.. (1928)	Brooklyn, New York City... (911 Flatbush Ave.)	Dr. John F. McNeill
Franklin K. Lane High School	(1928) Brooklyn, New York City... (Jamaica Ave. & Dexter Court)	Charles E. Springmeyer
Grover Cleveland High School	(1936) Brooklyn, New York City... (2127 Himrod St., Ridgewood)	Dr. Charles A. Tonsor
James Madison High School (1928-30; 1936)	Brooklyn, New York City... (East 25th St. & Quentin Rd.)	William R. Lasher
Thomas Jefferson High School	(1928) Brooklyn, New York City... (Pennsylvania & Dumont Aves.)	Samuel Levine
<i>Manhattan Borough:</i>		
George Washington High School	(1928) Manhattan, New York City (192nd St. & Audubon Ave.)	Arthur A. Boylan

SCHOOL	LOCATION	HEAD
Haaren High School.. (1929)	Manhattan, New York City (59th St. & 10th Ave.)	R. Wesley Burnham
Julia Richman High School (1928)	Manhattan, New York City (317 East 67th St.)	Dr. Michael H. Lucey
Peter Stuyvesant High School (1939)	Manhattan, New York City (345 East 15th St.)	Sinclair J. Wilson
Seward Park High School.. (1928-1930; 1932)	Manhattan, New York City (350 Grand St.)	Robert B. Brodie
Straubenmueller Textile High School..... (1929)	Manhattan, New York City (351 West 18th St.)	Dr. William H. Dooley
Townsend Harris High School (1935)	Manhattan, New York City (17 Lexington Ave.)	Dr. Robert H. Chastney
<i>Queens Borough:</i>		
Flushing High School. (1928)	Queens, New York City..... (N. Boulevard & Whitestone Ave., Flushing)	Dr. John V. Walsh
Jamaica High School. (1928)	Queens, New York City..... (168th St. & Gothic Drive)	Dr. Charles H. Vosburgh
Newtown High School..... (1928)	Queens, New York City..... (Chicago Ave., Elmhurst, L. I.)	Alfred S. Roberts
William Cullen Bryant High School. (1928-1930; 1932)	Queens, New York City..... (48th St. & 31st Ave., L. I.)	James P. Warren
<i>Richmond Borough:</i>		
Curtis High School... (1928)	Richmond Borough, New York City (Hamilton Ave. & Saint Marks Place, Staten Island)	John M. Avent
New York Military Academy... (1932)	Cornwall-on-Hudson	H. M. Scarborough
Newark High School..... (1928)	Newark	Arthur E. Nash
Nichols School of Buffalo, The... (1928)	Buffalo (Amherst & Calvin Sts.)	Philip M. B. Boocock
Nightingale-Bamford School, The (1938)	Manhattan Borough, New York City (20 East 92nd St.)	Miss Maya Stevens Bamford
Northport High School.... (1929)	Northport	Chester J. Miller
Northwood School..... (1928)	Lake Placid Club	Dr. Ira A. Flinner
Oakwood School..... (1939)	Poughkeepsie	William J. Reagan
Oneonta High School..... (1928-1930; 1935)	Oneonta	Joseph C. McLain
Oswego High School..... (1932)	Oswego	Ralph M. Faust
Packer Collegiate Institute, The (1928)	Brooklyn, New York City... (170 Joralemon St.)	Dr. Paul David Shafer
Pawling School (1929)	Pawling	Raphael Johnson Shortlidge
Pelham High School..... (1928)	Pelham	William W. Fairclough
Pleasantville High School. (1935)	Pleasantville	Frederick F. Quinlan
Polytechnic Preparatory Country Day School, The..... (1928)	Brooklyn, New York City... (92nd St. & 7th Ave., Dyker Heights)	Dr. Joseph Dana Allen
Port Washington Senior High School (1933)	Port Washington.....	William F. Merrill
Regis High School..... (1928)	Manhattan, New York City (55 East 84th St.)	Rev. Edward S. Pouthier
Riverdale Country School (Boys) (1928)	Bronx, New York City..... (Fieldston Rd. & 253rd St., Riverdale-on-Hudson)	Frank S. Hackett

SCHOOL	LOCATION	HEAD
<i>Rochester Public High Schools:</i>		
Benjamin Franklin High School (1934)	Rochester (950 Norton St.)	Roy L. Butterfield
Charlotte High School..... (1928-1932; 1934)	Rochester (4115 Lake Ave.)	Nathaniel G. West
John Marshall High School ... (1928)	Rochester (180 Ridgway Ave.)	Elmer W. Snyder
Madison High School... (1939)	Rochester (101 Epworth St.)	Frank M. Jenner
Monroe High School.... (1929)	Rochester (164 Alexander St.)	William Earl Hawley
Rochester East High School... (1928)	Rochester (410 Alexander St.)	William C. Wolgast
Rochester West High School... (1928)	Rochester (501 Genesee St.)	Dr. Charles H. Holzwarth
Washington High School..... (1939)	Rochester (725 Clifford Ave.)	George E. Eddy
Rye Country Day School.. (1928)	Rye (Boston Post Rd. & Cedar St.)	Morton Snyder
Rye High School..... (1928-1932; 1935)	Rye (Parsons St.)	A. V. MacCullough
Saint Agatha School (1928-1930; 1932)	Manhattan, New York City (553 West End Ave.)	Miss Muriel Bowden
Saint Agnes School for Girls... (1932)	Albany (Loudenville Rd.)	Miss Blanche Pittman
Saint John's Preparatory School (1934)	Brooklyn, New York City... (82 Lewis Ave.)	Dr. J. Daniel Lawler
Saint Mary's School, Mount Saint Gabriel (1928)	Peekskill	Sister Mary Anselm
Saint Paul's School..... (1928)	Garden City.....	Walter R. Marsh
Saint Walburga's Academic School (1928)	Manhattan, New York City (630 Riverside Drive)	Mother Mary Elizabeth
Scarborough School..... (1928)	Scarborough-on-Hudson ...	Dr. F. Dean McClusky
Scotia High School..... (1928)	Scotia	Bertram P. Quenelle
Scoville School for Girls.. (1935)	Manhattan, New York City (1008 Fifth Ave.)	Mrs. Elizabeth G. Atwood
Sewanhaka High School.. (1935)	Floral Park..... (Tulip & Covert Aves.)	Dr. A. T. Stanforth
Sherburne Central Rural High School (1928)	Sherburne	Edward V. Cushman
Sherrill High School..... (1928)	Sherrill	E. A. McAllister
Shore Road Academy..... (1936)	Brooklyn, New York City... (9249 Shore Rd.)	Miss Helen E. Redding Miss Theodora Goldsmith
Spence School..... (1935)	Manhattan, New York City (22 East 91st St.)	Mrs. Dorothy Brockway Osborne
Staten Island Academy, The..... (1928)	Richmond Borough, New York City (45 Wall St., Staten Island, New Brighton)	Stephen J. Botsford
Stony Brook School, The.. (1928)	Stony Brook	Frank E. Gaebelein
Trinity School (1935)	Manhattan, New York City (139 West 91st St.)	Matthew Edward Dann
Tuckahoe High School.... (1938)	Tuckahoe	Edward A. Sinnott
Ursuline School of New Rochelle, The (1930)	New Rochelle..... (1354 North Ave.)	Mother Rose
Utica Country Day School. (1935)	New Hartford	Raymond B. Johnson
Valley Stream Central High School (1934)	Valley Stream	Harry W. Gross
Watkins Glen High School. (1930)	Watkins Glen.....	John A. Beers
Waverly High School (1930)	Waverly	Luther B. Adams

SCHOOL	LOCATION	HEAD
Wellsville High School... (1928)	Wellsville	Duane H. Anderson
Woodmere Academy..... (1928)	Woodmere	Dr. Horace M. Perry
Xavier High School, The, of the College of St. Francis Xavier (1928)	Manhattan, New York City (30 West 16th St.)	Rev. Thomas J. Doyle
PANAMA CANAL ZONE		
Balboa High School..... (1929)	Balboa Heights	Sigurde Esser
Cristobal High School (1929)	Cristobal	Cecil L. Rice
	(Box GG)	
PENNSYLVANIA		
Abington Friends School.. (1935)	Jenkintown	J. Folwell Scull, Jr.
Abington Township Senior High School	Abington	Eugene B. Gernert
Academy of Notre Dame.. (1930)	Philadelphia	Sister Mary Borromeo
	(West Rittenhouse Square)	
Academy of the Sacred Heart.... (1928)	Philadelphia	Rev. Mother Helen Moclair
	(Eden Hall, Grant Ave. below Frankford, Torresdale)	
Academy of the Sisters of Mercy (1931)	Philadelphia	Sister Mary Bernard
	(Broad St. & Columbia Ave.)	
Agnes Irwin School, The.. (1936)	Wynnewood	Miss Bertha M. Laws
Allentown High School... (1932)	Allentown	Daniel W. Hamm
Altoona High School..... (1931)	Altoona	Joseph N. Maddocks
Ambler High School..... (1928)	Ambler	Earl T. Baker
Ambridge Senior High School... (1931)	Ambridge	Dr. N. A. Smith
Aspinwall High School... (1930)	Pittsburgh	F. D. Keboch
	(4th St. & Virginia Ave., Aspinwall)	
Avalon High School..... (1930)	Pittsburgh	Charles A. Evans
	(721 California Ave., Avalon)	
Avon-Grove Joint Consolidated High School..... (1933)	West Grove (R.D.)	Hugh C. Morgan
Avonworth High School (formerly Avonworth Union High School)	Pittsburgh P. O.	Warren Hollenback
	(200 Dickson Ave., Ben Avon)	
Baldwin School, The.... (1928)	Bryn Mawr.....	Miss Elizabeth Forrest Johnson
Bangor High School..... (1936)	Bangor	Donald B. Keat
Barrett Township High School.. (1937)	Cresco	Andrew W. Lewis
Beaver Falls Senior High School (1930)	Beaver Falls.....	J. Edward Smith
Beaver High School..... (1928)	Beaver	G. A. McCormick
Bedford High School..... (1936)	Bedford	Eugene K. Robb
Bellevue High School..... (1928)	Pittsburgh	Orville W. Hittie
	(435 Lincoln Ave., Bellevue)	
Bensalem Township High School (1932)	Cornwell Heights	Miss Cecilia Snyder
Biglerville High School... (1928)	Biglerville	L. V. Stock
Blairsville High School... (1929)	Blairsville	Nevin Montgomery
Boyertown High School... (1933)	Boyertown	George B. Swinehart
Bradford Senior High School.... (1928)	Bradford	R. L. Custer
Bristol High School..... (1933)	Bristol	David L. Hertzler
Broad Top Township High School	Defiance	George V. Zimmerman
	(1938)	

SCHOOL	LOCATION	HEAD
Brookville Junior-Senior High School (1928)	Brookville	Robert H. Ewing
California High School... (1934)	California	William H. First
Canton High School..... (1928)	Canton	Miss Elizabeth Bunyan
Carlisle High School..... (1930)	Carlisle	Mark N. Burkhardt
Carson Long Institute.... (1929)	New Bloomfield	Edward L. Holman
Chambersburg High School.... (1941)	Chambersburg	Ralph I. Shockey
Charleroi Senior High School... (1929)	Charleroi	W. H. Clipman, Jr.
Cheltenham Township High School (1928)	Philadelphia (High School Rd. & Montgomery Ave., Elkins Park)	Dr. Ira R. Kraybill
Chestnut Hill Academy... (1929)	Philadelphia (800 West Willow Grove Ave.)	Charles Platt, Jr.
Clairton Senior High School..... (1928)	Clairton	Dr. E. F. Stabler
Clarks Summit and Clarks Green Joint High School.... (1928)	Clarks Summit.....	Kenneth L. Terry
Clearfield Senior High School... (1936)	Clearfield	W. Howard Mead
Clifton Heights High School.... (1941)	Clifton Heights	Charles A. Brinton
Coatesville High School... (1928)	Coatesville	D. Edward Atwell
Collingdale Senior High School.. (1934)	Collingdale	Frank H. Hartzell
Convent of the Sacred Heart.... (1930)	Philadelphia (City Line & Haverford Rd., Overbrook)	Mother Jean Levis
Coraopolis Senior High School.. (1929)	Coraopolis	A. Glenn Clark
Crafton Borough High School... (1928)	Pittsburgh (Crafton)	Louis F. Brunk
Darby High School..... (1928)	Darby	J. Wallace Saner
Dormont High School..... (1928)	Pittsburgh (Annapolis Ave., Dormont)	C. E. Glass
Downingtown Junior-Senior High School (1935)	Downingtown	Warren N. Butler
Doylestown Borough High School (1929)	Doylestown	Miss M. Elizabeth Lamb
DuBois High School..... (1929)	DuBois	E. J. Mansell
Duquesne University Preparatory School (1929)	Pittsburgh (Webster & 7th Aves.)	Rev. Wm. J. Holt
East Pittsburgh Junior-Senior High School (1936)	East Pittsburgh	Henry G. Beamer
East Stroudsburg Senior High School (1935)	East Stroudsburg.....	Ralph O. Burrows
East Washington High School... (1928)	Washington	Edward F. Westlake
Easton Senior-Junior High School (1928)	Easton	Elton E. Stone
Ebensburg-Cambria High School (1932)	Ebensburg	E. M. Johnston
Eleventh Avenue High School (formerly Munhall High School) (1928)	Munhall	M. W. Wherry
Ellis College for Education of Fatherless Girls (High School) (1936)	Newtown Square.....	Dr. Arnold Evert Look

SCHOOL	LOCATION	HEAD
Ellis School, The.....(1928)	Pittsburgh (4860 Ellsworth Ave.)	Miss Sara Frazer Ellis
Episcopal Academy, The..(1928)	Philadelphia (City Line & Berwick Rd., Overbrook)	Greville Haslam
<i>Erie Public High Schools:</i>		
Academy High School..(1928)	Erie (29th at State St.)	John W. Ray
Erie East High School..(1930)	Erie (Brandes & Atkins Sts.)	W. Edwin Coon
Strong Vincent High School... (1931)	Erie (1330 West 8th St.)	H. D. Leberman
Fleetwood Junior-Senior High School .....(1932)	Fleetwood	Matthew J. A. Smith
Ford City Junior-Senior High School .....(1930)	Ford City.....	Paul N. Marsh
Forty Fort Junior-Senior High School .....(1930)	Wilkes-Barre (Forty Fort)	Frank W. Walp
Franklin and Marshall Academy (1928)	Lancaster	Dr. Edwin M. Hartman
Franklin Borough High School .. (1936)	Conemaugh	Dr. H. C. Tilley
Freeland Mining and Mechanical Institute ....(1929-31; 1936)	Freeland	Lambert E. Broad
Friends Central School....(1928)	Philadelphia (68th St. & City Line, Over- brook)	Dr. Barclay L. Jones
Friends Select School.....(1928)	Philadelphia (17th St. & Parkway)	Harris G. Haviland
George School .....(1928)	George School	George A. Walton
Germantown Academy....(1928)	Philadelphia (S. W. Cor. School Lane & Greene St., Germantown)	Samuel E. Osbourn
Germantown Friends School..... (1928)	Philadelphia (Coulter St., Germantown)	Stanley R. Yarnall
Gettysburg High School... (1930)	Gettysburg	G. W. Lefever
Girard College (High School)... (1928)	Philadelphia (Corinthian & Girard Aves.)	Dr. D. Montford Melchior
Glen-Nor High School....(1931)	Glenolden	J. Milton Rossing
Greensburg High School..(1930)	Greensburg	W. A. Gensbigler
Grier School, The.....(1928)	Birmingham	Thomas Campbell Grier
Hamburg High School....(1936)	Hamburg	John N. Land
Harrisburg Academy, The.(1928)	Harrisburg (2995 North 2nd St.)	Frank C. Baldwin
<i>Harrisburg Public High Schools:</i>		
John Harris High School..... (1928)	Harrisburg (25th & Market Sts.)	Horace G. Geisel
William Penn High School.... (1928)	Harrisburg (6th & Division Sts.)	Clarence E. Zorger
Haverford School, The... (1928)	Haverford	Cornelius B. Boocock
Haverford Township Senior High School .....(1928)	Upper Darby	Oscar Granger
Hawley High School.....(1936)	Hawley	Albert H. Haggarty
Hazleton Senior High School.... (1928)	Hazleton	Dr. S. P. Turnbach
Hershey Industrial School.(1936)	Hershey (R.D. 2)	W. Allen Hammond
Hill School, The .....(1928)	Pottstown	James I. Wendell
Hollidaysburg Senior High School (1939)	Hollidaysburg	Dolan H. Loree

SCHOOL	LOCATION	HEAD
Holmquist School.....(1930)	New Hope.....	Miss Margaret B. Dewey
Honesdale High School...(1940)	Honesdale (Church St.)	H. F. Manbeck
Indiana High School....(1928)	Indiana	J. A. Lubold
Jeannette High School....(1932)	Jeannette	John Maclay
Jenkintown Borough Junior-Senior High School.....(1930)	Jenkintown	Requa W. Bell
Johnstown Central Senior High School .....(1930)	Johnstown	Walter C. Davis
Kane High School.....(1928)	Kane	Paul R. Miller
Kennett High School.....(1938)	Kennett Square	W. Earle Rupert
Kingston High School.....(1932)	Kingston	P. A. Golden
Kiskiminetas Spring School.....(1929)	Saltsburg	John J. Daub
Lancaster Catholic High School ..(1936)	Lancaster	Rev. Anthony F. Kane
<i>Lancaster Public High School:</i>		
John Piersol McCaskey High School .....(1939)	Lancaster (Reservoir St.)	Benjamin B. Herr
Lansdale Senior High School....(1931)	Lansdale	Herman L. Bishop
Lansdowne High School ..(1928)	Lansdowne (Essex & Greene Aves.)	E. Carlton Abbott
La Salle College High School....(1931)	Philadelphia (20th St. & Olney Ave.)	Brother G. Charles
Latrobe High School.....(1928)	Latrobe	Mark N. Funk
Lawrence Park Junior-Senior High School .....(1939)	Erie (Morse St., Lawrence Park)	D. V. Skala
Lebanon Senior High School.....(1928)	Lebanon	F. L. Zimmerman
Leetsdale Junior-Senior High School .....(1931)	Leetsdale	James S. Snoke
Lehighon High School....(1932)	Lehighon	H. G. Sensinger
Lewistown Junior-Senior High School .....(1936)	Lewistown	Ralph H. Maclay
Linden Hall Seminary....(1928)	Lititz	Dr. F. W. Stengel
Lititz Borough High School.....(1928)	Lititz	M. C. Demmy
Lock Haven Senior High School ..(1931)	Lock Haven	Reagan I. Hoch
Lower Merion Senior High School .....(1931)	Ardmore	George H. Gilbert
Manheim Junior-Senior High School .....(1928)	Manheim	H. C. Burgard
Manheim Township High School ..(1935)	Neffsville	Harold T. Griffith
Manor Township and Millersville Boro High School.....(1929)	Millersville	D. L. Biemesderfer
Marywood Seminary.....(1928)	Scranton (2300 Adams Ave.)	Mother M. Cyril
Mater Misericordiae Academy...(1928)	Merion Station	Sister Agnes Mary
Mauch Chunk Junior-Senior High School .....(1930)	Mauch Chunk..... (Centre & Pine Sts.)	{T. O. Mitman {Miss Mary F. Bevan
Mauch Chunk Township Junior-Senior High School...(1928)	Nesquehoning (90 E. Catawissa St.)	Gordon E. Ulshafer

SCHOOL	LOCATION	HEAD
Mechanicsburg Junior-Senior High School.....(1932)	Mechanicsburg	D. D. Brandt
Media High School.....(1933)	Media	William H. Micheals
Mercersburg Academy, The.....(1928)	Mercersburg	Dr. Boyd Edwards
Mercyhurst Seminary.....(1933)	Erie	Sister Jean Marie
	(501 E. 38th St. Blvd.)	
Midland High School (formerly Lincoln High School).....(1928)	Midland	Ralph H. Jewell
Milford High School.....(1928)	Milford	Ira C. Markley
Millcreek High School.....(1930)	Erie	B. A. Goodrich
	(R.D. 2)	
Milton S. Hershey Junior-Senior High School... (1935)	Hershey	Walter B. Henninger
Minersville High School.. (1932)	Minersville	E. A. Brady
Mohnton High School.... (1940)	Mohnton	Charles O. Metcalf
Monaca Senior High School.... (1939)	Monaca	Eudore G. Groleau
Moravian Preparatory School ... (1934)	Bethlehem	Warren F. Nonnemaker
	(Heckewelder St.)	
Morrisville High School.. (1932)	Morrisville	E. Leonard Caum
Mount Joy Borough High School (1928)	Mount Joy	W. E. Nitrauer
Mount Lebanon High School..... (1933)	Pittsburgh (16)	Dr. Lewis E. Perry
	(Cochran Rd., Mount Lebanon)	
Mount Penn Junior-Senior High School (1930)	Reading	Roscoe H. Ward
Mount Pleasant High School.... (1933)	Mount Pleasant	G. Clifford Singley
Mount Saint Joseph Academy.... (1928)	Philadelphia	Mother Saint Ursula
	(Chestnut Hill)	
Muhlenberg Township High School (1931)	Laureldale	C. S. Crumbling
Nazareth Senior High School.... (1937)	Nazareth	Miss Florence L. Nicholas
Nether Providence Township High School (1936)	Wallingford	Donald C. DeHart
New Cumberland High School... (1932)	New Cumberland	Charles W. Gemmill
New Holland High School..... (1934)	New Holland	J. Harvey Shue
New Kensington High School.... (1928)	New Kensington	H. B. Weaver
Newport Township High School . (1936)	Wanamie	John Kanyuck
Norristown Senior High School.. (1928)	Norristown	Miss Emma E. Christian
	(Markley St. & Coolidge Blvd.)	
North East Joint High School.... (1937)	North East	E. C. Davis
Northampton Senior High School (1932)	Northampton	Ira L. Sheaffer
Norwin Union High School..... (1941)	Irwin	J. W. Clawson
Ogontz School..... (1931)	Rydal	Dr. Abby A. Sutherland
	(Woodland Rd.)	

SCHOOL	LOCATION	HEAD
Oley Township High School..... (1940)	Oley	Frederick H. Stauffer
Otto Junior-Senior High School.. (1938)	Duke Center.....	Ralph L. Sweitzer
Our Lady of Mercy Academy... (1941)	Pittsburgh	Sister M. Gerald
	(3333 Fifth Ave.)	
Palmerton Junior-Senior High School (formerly Stephen S. Palmer Junior-Senior High School)	Palmerton	Donald W. Denniston
(1928)	Chambersburg	Frank S. Magill
Penn Hall Preparatory School... (1928)		
Pennsylvania Military Pre- paratory School	Chester	Dr. Franklin G. Williams
(1929)	Pennsburg	Clarence Edwin Tobias, Jr.
Perkiomen School		
(1928)		
<i>Philadelphia Public High Schools:</i>		
Benjamin Franklin High School (1941)	Philadelphia	Dr. A. O. Michener
	(Broad & Green Sts.)	
Frankford High School.. (1928)	Philadelphia	Dr. Frank L. Cloud
	(Oakland & Harrison Sts.)	
Germantown High School..... (1928)	Philadelphia	Dr. Leslie B. Seeley
	(Germantown Ave. & High St., Germantown)	
John Bartram High School.... (1941)	Philadelphia	Dr. William E. Burkard
	(67th St. & Elmwood Ave.)	
Kensington High School for Girls	Philadelphia	Dr. Harriet J. Link
(1928)	(Cumberland & Coral Sts.)	
Olney High School	Philadelphia	Edwin Y. Montanye
(1932)	(Front & Duncannon Sts.)	
Overbrook High School. (1928)	Philadelphia	William M. Clime
	(59th St. & Lancaster Ave.)	
Philadelphia Central High School	Philadelphia	Dr. John L. Haney
(1928)	(Ogontz & Olney Aves.)	
Philadelphia High School for Girls	Philadelphia	Dr. Olive E. Hart
(1928)	(17th & Spring Garden Sts.)	
Philadelphia Northeast High School	Philadelphia	Dr. Theodore S. Rowland
(1928)	(8th St. & Lehigh Ave.)	
Roxborough Senior and Junior High School	Philadelphia	Price B. Engle
(1928)	(Ridge Ave. & Fountain St.)	
Simon Gratz High School..... (1930)	Philadelphia	Dr. E. Carl Werner
	(17th & Luzerne Sts.)	
South Philadelphia High School for Boys.....	Philadelphia	Frank C. Nieweg
(1928)	(Broad & Jackson Sts.)	
West Philadelphia High School (1928)	Philadelphia	Walter Roberts
	(48th & Walnut Sts.)	
William Penn High School for Girls	Philadelphia	Miss Amanda Streeper, 2d
(1928)	(15th & Wallace Sts.)	
<i>Philadelphia Roman Catholic Diocesan High Schools:</i>		
John W. Hallahan Catholic Girls High School.. (1929)	Philadelphia	Sister M. Giovanni
	(19th & Wood Sts.)	
Philadelphia Northeast Catholic High School for Boys.... (1936)	Philadelphia	Dr. Thomas A. Lawless
	(Kensington & Torresdale Aves.)	

SCHOOL	LOCATION	HEAD
Philadelphia Roman Catholic High School.....(1928)	Philadelphia (Broad & Vine Sts.)	Rev. John A. Cartin
Philadelphia Southeast Catholic High School for Boys..... (1939)	Philadelphia (7th & Christian Sts.)	Dr. M. J. McKeough
West Philadelphia Catholic Girls High School..(1930)	Philadelphia (45th & Chestnut Sts.)	Sister M. St. Agnes
West Philadelphia Catholic High School for Boys..... (1932)	Philadelphia (49th & Chestnut Sts.)	Brother Azarias
Phoenixville Senior High School..... (1928)	Phoenixville	Edgar T. Robinson
Pittsburgh Central Catholic High School .....(1932)	Pittsburgh (4720 Fifth Ave.)	Rev. Brother E. Pius
<i>Pittsburgh Public High Schools:</i> Allegheny High School..(1929)	Pittsburgh (810 Sherman Ave.)	Vernon S. Beachley
Carrick Junior-Senior High School .....(1928)	Pittsburgh (125 Parkfield St.)	Roy J. Matthias
David B. Oliver Junior-Senior High School.....(1928)	Pittsburgh (2200 Brighton Rd. at Island Ave., N.S.)	John F. Bailey
Fifth Avenue Junior-Senior High School .....(1928)	Pittsburgh (Fifth Ave. & Miltenberger St.)	Arthur B. Siviter
George H. Westinghouse Junior-Senior High School (1928)	Pittsburgh (Murtland Ave. & Monticello St.)	Clark B. Kistler
Peabody High School...(1928)	Pittsburgh (Beatty & Margaretta Sts.)	Donald Edwin Miller
Perry Junior-Senior High School .....(1928)	Pittsburgh (Perrysville Ave. & Semicir St.)	John H. Adams
Pittsburgh South Side Junior-Senior High School.(1928)	Pittsburgh (10th & Carson Sts.)	J. M. McLaughlin
Samuel P. Langley Junior-Senior High School.(1928)	Pittsburgh (Chartiers & Robina Sts.)	Dr. Dana Z. Eckert
Schenley High School...(1928)	Pittsburgh (Bigelow Blvd. & Center Ave.)	H. P. Roberts
South Hills High School.(1928)	Pittsburgh (Ruth & Secane Sts., Mount Washington)	Dr. Harry E. Winner
Taylor Allderdice Junior-Senior High School.(1931)	Pittsburgh (Shady & Forward Aves.)	Dr. Roland G. Deevers
Port Allegany Senior High School .....(1933)	Port Allegany.....	Fred N. Hardy
Pottstown Senior High School... (1932)	Pottstown	H. L. Smith
Pottsville High School....(1930)	Pottsville	D. H. H. Lengel
Prospect Park Borough Junior-Senior High School...(1933)	Prospect Park.....	Gordon E. Groff

SCHOOL	LOCATION	HEAD
Quakertown Junior-Senior High School (1932)	Quakertown	A. Franklin Hunsberger
Radnor Township Senior-Junior High School (1928)	Wayne	T. Bayard Beatty
Reading Senior High School.... (1928)	Reading	John H. Eisenhower
Red Lion Junior-Senior High School (1928)	Red Lion	Harvey J. Becker
Ridley Park Junior-Senior High School (1929)	Ridley Park	J. Layton Moore
Rochester Senior High School.... (1928)	Rochester	Fenton H. Farley
Royersford High School... (1933)	Royersford	Thomas D. Evans
Saint Benedict Academy.. (1928)	Erie	Sister M. deSales Austin
	(345 East 9th St.)	
Saint John Kanty College High School (1928)	Erie	Rev. Joseph Piórkowski
	(R.F.D. 6)	
Saint Joseph Academy, Seton Hill (1929)	Greensburg	Sister M. Francesca Brownlee
Saint Joseph's College High School (1928)	Philadelphia	Rev. John F. Lenny
	(18th & Thompson Sts.)	
Saint Leonard's Academy of the Holy Child (1930)	Philadelphia	Mother Mary Virginia
	(3833 Chestnut St.)	
Saint Mary's Academy.... (1937)	Philadelphia	Sister Eugenie Clare
	(5401 Old York Rd.)	
Saint Mary's Catholic High School (1932)	Saint Marys.....	Sister M. Isabel
Saint Rosalia High School..... (1938)	Pittsburgh	Sister M. Matthias
	(511 Greenfield Ave.)	
Sayre High School..... (1932)	Sayre	Judson F. Kast
School of the Holy Child Jesus.. (1929)	Sharon Hill.....	Mother Ignatius Loyola
Scranton Central High School... (1928)	Scranton	Albert T. Jones
Sellersville-Perkasie Joint High School (1932)	Perkasie	Paul L. Gruber
Sewickley High School.... (1931)	Sewickley	Stanley G. Stroup
Shady Side Academy.... (1928)	Pittsburgh	E. Trudeau Thomas
	(Fox Chapel Rd., Aspinwall, P. O. Box 7374, Oakland Sta.)	
Sharon Hill Junior-Senior High School (1934)	Sharon Hill.....	C. K. Wagner
Shillington High School... (1929)	Shillington	Miss E. Myrtle Snyder
Shipley School, The (1928)	Bryn Mawr	Miss Eleanor O. Brownell
		Miss Alice G. Howland
Shippen School for Girls.. (1930)	Lancaster	Miss Eleanor Fitzpatrick
Slippery Rock High School (Junior-Senior High School of the State Teachers College at Slippery Rock).... (1935)	Slippery Rock.....	Herbert Book
Solebury School (1931)	New Hope	Arthur H. Washburn
Souderton High School.... (1935)	Souderton	E. M. Crouthamel
Southmont Junior-Senior High School (1939)	Johnstown	Wilbur C. Wolf
	(307 State St., Southmont Boro)	
Spring City Junior-Senior High School (1939)	Spring City.....	William P. Tollinger

SCHOOL	LOCATION	HEAD
Springfield Township High School .....(1937)	Media (Leamy Ave. & Rolling Rd., Springfield)	Milton L. Smith
Springfield Township High School .....(1928)	Philadelphia (Hillcrest Ave., east of Bethlehem Pike, Chestnut Hill)	Richard C. Ream
Springside School .....(1934)	Philadelphia (Norwood & East Chestnut Aves., Chestnut Hill)	Mrs. Margaret Tyler Paul
State College High School..(1940)	State College.....	W. H. Passmore
Steelton High School.....(1928)	Steelton	C. W. Eisenhart
Stevens School for Girls..(1930)	Philadelphia (143 West Walnut Lane, Germantown)	Miss Helen L. Church
Stroudsburg High School..(1928)	Stroudsburg	John S. Cartwright
Sunbury High School....(1934)	Sunbury	Frederick Padgett
Swarthmore High School..(1928)	Swarthmore	G. Baker Thompson
Swissvale High School....(1928)	Swissvale	L. M. Douglas
Tarentum High School....(1928)	Tarentum	H. M. Williamson
Temple University High School.. (1928)	Philadelphia (1417 Diamond St.)	H. E. Harting
Titusville High School....(1932)	Titusville	E. F. Bitters
Tredyffrin-Easttown Joint High School .....(1928)	Berwyn	S. Paul Teamer
Troy High School.....(1929)	Troy	W. R. Croman
Tunkhannock Junior-Senior High School .....(1928)	Tunkhannock	Frank T. Dolbear
Uniontown Senior High School.. (1933)	Uniontown	R. D. Mosier
Upper Darby Senior High School (1928)	Upper Darby.....	John H. Tyson
Valley Forge Military Academy.. (1932)	Wayne	Col. Milton G. Baker
Villa Maria Academy....(1932)	Erie	Sister Mary Edward
Villa Maria Academy....(1928)	Malvern	Sister Mary Esther
Villa Maria High School..(1928)	Villa Maria.....	Sister Mary Jude
Warren High School.....(1928)	Warren	Floyd W. Bathurst
Washington Seminary.....(1930)	Washington	Mrs. Jane Crowe Maxfield
Wellsboro Junior-Senior High School .....(1935)	Wellsboro	Rock L. Butler
West Chester High School..(1929)	West Chester	B. Reed Henderson
West Reading High School..... (1928)	Reading	Edwin B. Yeich
West York High School....(1928)	York	C. A. Wentz
Westmont-Upper Yoder High School .....(1928)	Johnstown (10th Ave. & Luzerne St.)	Clarence E. Shappell
Westtown School .....(1928)	Westtown	James F. Walker
Wilkes-Barre Day School, The (formerly Wilkes-Barre Fe- male Institute).....(1928)	Wilkes-Barre (1560 Wyoming Ave., Forty Fort)	Harold L. Cruikshank
<i>Wilkes-Barre Public High Schools:</i>		
Elmer L. Meyers High School.. (1933)	Wilkes-Barre (Carey Ave.)	J. Franck Dennis
G. A. R. Memorial High School (1930)	Wilkes-Barre (S. Sherman & Lehigh Sts.)	S. R. Henning

SCHOOL	LOCATION	HEAD
James M. Coughlin High School .....(1928)	Wilkes-Barre (N. Washington St.)	J. H. Super
Wilkesburg High School..(1930)	Wilkesburg	Floyd H. Carson
William Penn Charter School.... (1928)	Philadelphia (Pinehurst, West School Lane & Fox St., German- town)	Dr. Richard Knowles
William Penn Senior High School (1928)	York	Dr. C. B. Heinly
Williamsport Dickinson Seminary (1928)	Williamsport	Dr. John W. Long
Williamsport High School.(1928)	Williamsport	J. E. Nancarrow
Wilson Borough Junior-Senior High School.....(1928)	Easton (22nd St. & Washington Blvd., Borough of Wilson)	J. Harry Dew
Wyoming Seminary .....(1928)	Kingston	Dr. Wilbur H. Fleck
Wyomissing High School..(1928)	Wyomissing	Allen W. Rank
Yeadon High School.....(1939)	Lansdowne P. O. (Baily Rd. & Cypress St., Yeadon)	Thomas A. Clingan
York Collegiate Institute, York County Academy.....(1928)	York	Lester F. Johnson
SWITZERLAND		
International School of Geneva.. (1936)	Geneva (62 route de Chêne)	F. Roquette

THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

OTHER MEMBERSHIP INSTITUTIONS

JANUARY 1, 1941

(The city following the name of the school is the post office as listed in the U. S. Postal Guide.)

SCHOOL	LOCATION	HEAD
Academy of the New Church (Boys' Academy).....	Bryn Athyn, Pa.	Rev. Karl R. Alden
Academy of the New Church (Girls' Seminary)	Bryn Athyn, Pa.	Miss Frances M. Buell
Ashland High School.....	Ashland, Pa.	Maud M. Prichard
Baltimore City College.....	Baltimore, Md.	Frank R. Blake
Baltimore City Department of Education	Baltimore, Md.	David E. Weglein
Bergen School for Girls.....	Jersey City, N. J.	Catalina Van Cleef
Blythe Township High School...	New Philadelphia, Pa.	T. Raymond Gibbons
Brearley School	New York City	Mrs. Rustin McIntosh
	(610 E. 83d St.)	
Bryn Mawr School	Baltimore, Md.	Elizabeth S. Thomas
Central Evening High School....	Philadelphia, Pa.	J. T. Rorer
Columbia Institution for the Deaf	Washington, D. C.	Percival Hall
Delaware Department of Public Instruction	Dover, Del.	H. V. Holloway
Elizabeth Department of Education	Elizabeth, N. J.	Ira T. Chapman, Supt.
Elizabethtown College	Elizabethtown, Pa.	R. W. Schlosser
Gardner School	New York, N. Y.	Miss M. Elizabeth Masland
	(143 E. 70th St.)	
Garrison Forest School.....	Garrison, Md.	Mary M. Livingston
Hamilton High School.....	Trenton, N. J.	Albert H. Flury
Harcum Junior College.....	Bryn Mawr, Pa.	Edith H. Harcum
Highland Manor	Tarrytown-on-Hudson, N. Y.	Eugene H. Lehman
Holy Angels Academy.....	Buffalo, N. Y.	Sister Catherine of Siena
Honesdale Catholic High School..	Honesdale, Pa.	Sister Mary Paul
Immaculate Conception High School	Lodi, N. J.	Sister Mary Leona
Jersey City Superintendent of Schools	Jersey City, N. J.	James F. Nugent
Lankenau School for Girls.....	Philadelphia, Pa.	E. F. Bachmann
Liberty High School.....	Liberty, N. Y.	David E. Panebaker
Mary Lyon School.....	Swarthmore, Pa.	{ Haldy Miller { Frances Leavitt Crist
Maryland State Normal School ..	Towson, Md.	Lida Lee Tall
Messiah Bible College	Grantham, Pa.	C. N. Hostetter, Jr.
Millville Memorial High School..	Millville, N. J.	Gordon C. Boardman
Montgomery Country Day School	Wynnewood, Pa.	George B. Holmes
Moravian Seminary and College for Women	Bethlehem, Pa.	Rev. Edwin J. Heath
Morristown High School	Morristown, N. J.	Ralph F. Perry
National Park College Academy..	Forest Glen, Md.	Roy Tasco Davis
New Jersey Department of Public Instruction.....	Trenton, N. J.	William A. Ackerman
Oak Knoll School of the Holy Child Jesus	Summit, N. J.	Mother Mary Eustace
Patterson Park High School.....	Baltimore, Md.	Norman L. Clark
Pennsylvania State Department of Public Instruction	Harrisburg, Pa.	C. O. Williams

SCHOOL	LOCATION	HEAD
Pittsburgh Academy	Pittsburgh, Pa.	J. F. Kinsley
Pittston High School.....	Pittston, Pa.	D. J. Cray
Raymond Riordon School.....	Highland, N. Y.	Ronald L. Barry
St. John's College.....	Annapolis, Md.	Stringfellow Barr
St. Joseph's Academy.....	McSherrystown, Pa.	M. St. Ignatius
Severn School	Severna Park, Md.	Rolland M. Teel
South River High School.....	South River, N. J.	Wilbur A. Bryan
State Teachers' College.....	Millersville, Pa.	Landis Tanger
State Teachers' College.....	West Chester, Pa.	Charles S. Swope
Storm King School.....	Cornwall, N. Y.	Anson Barker
Thiel College	Greenville, Pa.	
University of the State of New York	Albany, N. Y.	Frank P. Graves
Waynesburg College.....	Waynesburg, Pa.	Paul R. Stewart
Marjorie Webster Schools, Inc. ..	Washington, D. C.	Marjorie F. Webster
West New York Memorial High School	West New York, N. J.	C. A. Woodworth
West Pittston High School.....	West Pittston, Pa.	R. J. W. Templin
Wilson High School of Spring Township	West Lawn, Pa.	S. H. Brown
Winchester-Thurston School.....	Pittsburgh, Pa.	Mary A. G. Mitchell

HONORARY MEMBERS

Dr. Wilson Farrand.....	Princeton University	Princeton, N. J.
Dr. William A. Wetzel.....	12 Belmont Circle	Trenton, N. J.
Dr. John H. Denbigh.....	751 The Alameda	Berkeley, Cal.
Dr. Frederick C. Ferry.....	324 Hart St.	New Britain, Conn.



